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ABSTRACT

Underlying the creation of this Project NECESSITIES unit entitled "Communication Skills: Fact and Opinion" (for secondary students) are the following assumptions: (1) that the way a person presents an argument is as instructive and sometimes as persuasive as the content of the argument, (2) that understanding the process of persuasion and the use of fact and opinion are important in understanding human behavior, (3) that concepts and generalizations are useful in the classroom to the degree that they generate open questions from students, (4) that the means of conveying social studies content and principles is through fact and opinion, (5) that classroom questions should become more of a tool for the student than for the teacher, (6) that a concept is no more useful than a fact unless the possessor can make use of the concept as a means of solving real problems or further understanding a real situation, and (7) that what we come to know and to believe should make us better able to fulfill our life's objectives and to manipulate our environment successfully. In the document, the narratives of the 14 classroom activities for this unit focus on teaching what fact and opinion are, how students can begin to use the analytic skills they learn in practical ways, and how to distinguish fact from opinion. Along with the narratives, evaluations and recommendations made by the 5 schools which field-tested this unit are included. (LS)

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PHASE II

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VOLUME III

COMMUNICATION SKILLS – FACT AND OPINION

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VOLUME III

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COMMUNICATION SKILLS: Fact and Opinion

Introduction, Developmental Process, and Notes for Further Development

1. Why Communication Skills on the Secondary Level?

From the initial involvement of Project NECESSITIES core staff and junior consultants in the creation of materials for Indian and Eskimo students, there was agreement that the material should be as relevant, interesting and as Indian specific as possible. As we groped for a means of meeting these criteria, a particularly active and enthusiastic junior consultant presented the idea of rewriting the Age of Exploration for Indian students. Staff and consultants agreed that content materials were available in this area and that this would be an exciting course of study for students to undertake. Materials were acquired from the Florentine Codex and the primary source edition of Cortez's letters. Birth of a Culture was developed in outline form by an enthusiastic new staff on a new project. (See Volume V, Section A)

After lengthy reconsideration of the needs of Indian and Eskimo students, it was decided that material should be tribal and not pan-Indian specific. We should create a unit which tribal groups could use as a model for writing and developing their own classroom materials. It was also agreed that the material should center around current issues of concern to each tribe. Land Use and Distribution (see Section A, Volume V) fulfilled the criteria we had outlined and a new tack was taken. Tribal leaders in Arizona were contacted by the Liaison Network to see what issues, with regard to land use, they would like to see their students analyzing. The Hopi Tribal Council forwarded an unpublished manuscript on Hopi land use to the project and the staff read the document, editing for content which would be interesting to students. More primary sources were accumulated, including the land treaties of the 19th Century, original accounts of missionaries, and a letter from a United States Army Lieutenant visiting the Hopi Indians for the first time.

In the process of reading and editing this material for final draft production we discovered that there was a serious skill deficiency in students in dealing with this kind of material even when presented clearly and simply. However relevant and potentially exciting the materials, they were beyond the capabilities of the students for whom they were being created.

Up to this point the staff had been focusing on content; now it was time to think about the needs of the students. Inquiry was transferred from the question: "What should children know?" to the question "How do children learn?" Speculating on this question led us directly to the special psycholinguistic barriers many students have regarding the development of certain skills in communication and persuasion. These skills are vital to the successful manipulation of the student's present and future economic, political and social environment.

Further speculation about the needs of students with regard to conceptual skill formation and reinforcement led us back to the fact that students must be able to move from the concrete to the abstract in thinking about experience.

It was decided that students should be able to consistently analyze and draw conclusions from data which they had tested against evidence. It was also decided that students should come to see the school environment as a place for challenge, not just acceptance. The Unit COMMUNICATION SKILLS: Fact and Opinion was the curricular form which came from the speculation and decisions enumerated above.

Primary source and case study analysis require students to conceptualize and take a stand on a particular issue and consistently defend that stand with well-ordered evidence. A first step in the ordering of evidence is determining the validity of the evidence--discriminating fact from opinion. A guiding assumption in selecting materials in this unit was that statements of fact and opinion, and the concepts contained in these statements, had to be related to experiences and activities which students understood through personal experience. To this end the tapes and case studies in the final unit were written and created by Indian junior and senior staff members.

Further assumptions which underlie the creation of this unit include the following:

1. The way a person presents an argument is as instructive--and sometimes as persuasive--as the content of the argument. The way things are said may be as important as what is being said.

2. Understanding the process of persuasion and the use of fact and opinion are important in understanding how people come to hold their values, choose their life styles, and pattern their behavior.

3. Concepts and generalizations are valid and useful in the classroom to the degree that they generate open questions from the students. Materials are valid if they create and withstand an onslaught of inquiries from students.

4. The means of conveying social studies content and principles is through fact and opinion. Both fact and opinion must be seen as open to challenging criticism and analysis.

5. Classroom questions should become more of a tool for the student than the teacher.

6. A concept, an understanding, a generalization, are no more useful than a fact unless the possessor can make use of the concept as a means of solving a real problem or further understanding a real situtation.

7. What we come to know and to believe ought to make us more able to fulfill our life's objectives and successfully manipulate our environment.

This unit, then, focuses on teaching (1) what a fact and an opinion are, (2) how to distinguish fact from opinion, (3) what role each plays in human communication, and (4) how students can begin to use this analytic skill in practical ways.

2. Why COMMUNICATION SKILLS: Fact and Opinion Took the Form It Did.

After having considered the objectives of the student's education, we next considered how the unit could best fulfill its objectives. The classroom would have to become an environment of interaction and communication. Students perceive themselves as participants in analyzing complex issues, organizing data, and reaching intelligent conclusions. The teacher would come to see himself principally as a resource for clarification. The classroom process was thus to become the environment for the realization and fulfillment of the unit objectives.

Creating this environment was essentially a team task involving the entire staff of the project. Methods were discussed, cases were created and activities were organized. It was agreed that the unit should begin with some form of evaluation of what students already knew. The challenge was to create an evaluation which would not be threatening but which seemed to somehow appraise the student of his own position relative to the understanding of the concepts of fact opinion. The pre-test evaluation fulfilled these criteria. It was an evaluation which was distributed, corrected and recorded by the students themselves. It allowed the students to discuss the implications of the statements and disagree if they wished. It allowed students to evaluate their own confidence in themselves.

Staff members thought of situations where communicating ideas was essential to gaining satisfaction. The Argument and The Transaction developed from the realization that two critical experiences for adolescents are family communication and financial dealings. The medium of tape was chosen at the outset to free slower students from the frustrations of the printed page, and it later grew into an effective means for students to evaluate and correct their work. The puzzle pieces were agreed upon as the method of having students organize material.

The final activities, The Case of Edwin and The Communication Game were created by senior staff on the project. The Case of Edwin carries the earlier tasks to a more sophisticated level and opens the way for students to analyze their own school environment. The quantity of puzzle pieces requires greater organizational skill on the part of students than the earlier puzzles. In The Communication Game, placing the teacher in the role of the Superintendent potentially fosters different communication patterns in the classroom. The structure of the unit, then, was designed to (1) twice with pencil and paper tests evaluate student development in the awareness of fact and opinion, and once with a participation exercise; (2) gradually flow from the simpler to the more difficult in content and tasks; (3) move the child from analysis of the home, to the school environment, and to the community; and (4) reinforce in students their own capabilities and strengths in manipulating their most immediate environment, the school.

3. How COMMUNICATION SKILLS: Fact and Opinion Has Been Revised

The final version of COMMUNICATION SKILLS: Fact and Opinion, which immediately follows this introduction, has gone through three major revisions. The material has been tested with well over 700 students. Revisions have followed suggestions made by participating students and teachers. Project NECESSITIES would like to thank the staffs of the Tuba City Boarding School (Navajo), Mt. Edgecumbe School (Native Alaskan), Todd County Public Schools (Sioux), Fort Yates School (Sioux), and the Eagle Butte School (Sioux) for their participation in testing and revising this material. Field-test Reports from three staff members and two teachers follow the curriculum materials in this volume.

Major revisions in the content are as follows:

1. Pre-test Evaluation correction procedure has been amended for clarity and makes less use of negative integers. An item analysis of each question on the test has been included in the material to aid the teacher in discussing cultural relativism and methods of validating data.

2. The Argument has been changed from a group activity to an individual activity so that students do not experience confusion. Discussion questions now follow the sequencing of the puzzle pieces, as students will then be more familiar with the material and have more information to use in discussion.

3. The Transaction has been changed to involve students in a more experiential line of questioning. The narrative has also been altered to involve students in group activities. Thus the material functions better as a transition into The Case of Edwin.

4. The Case of Edwin sentence pieces proved the most difficult task in the unit. As a result of teacher comment, the pieces have been color-coded so that students may more rapidly and efficiently manipulate the pieces and discern their errors as they are being made.

Notes for Further Development

A series of units emphasizing communication skills is not as yet framed as an integral part of the content selection of the NECESSITIES Draft Developmental Plan. Communication Skills will be given high priority in skill development throughout the entire curriculum. For example, in the developed unit, Economics: The Science of Survival (see Volume IV), several days are devoted to studying advertising as a medium of persuasion. If in a study of power it becomes obvious that students need to distinguish primary data from secondary data to reach a conclusion, then "Fact and Opinion" will be available to reinforce unit activities.

Communication Skills units which should be specifically developed include: Legal claims and language; Analogy; Research and Development; and Experience Claims. These units will be associated with specific content areas where applicable. Each unit will have evaluation instruments to aid teachers and supervisors in knowing when an appropriate Communication Skill unit or subunit is needed. Each content unit will make use of questions which have been raised in the skill unit and will thus demonstrate the degree of skill carryover. Coordinating skills with concepts in a content and method sequence creates great flexibility and measurement as the student moves through the phases of his formal education.

project NECESSITIES

TITLE: COMMUNICATION SKILLS

UNIT TITLE: FACT AND OPINION

LEVEL: SECONDARY

SUGGESTED LENGTH: 14 Activity Modules

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrative detail on page no.
1	2 hr.	PRETEST 1. Pretest to evaluate: a. student knowledge of fact and opinion b. student confidence in their answers	1. Fact and Opinion Evaluation		17
2	1 hr.	THE ARGUMENT - I 1. Students listen to "The Argument", a taped dialogue between a mother and son about whether or not the son should be allowed to go to a rock dance in a neighboring town. 2. Students begin the process of sorting puzzle pieces into the correct content order. 3. Students put the pieces together in the order they believe correct.	1. Taped recording of The Argument 2. The Argument puzzle pieces	TR	36

project NECESSITIES

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LEVEL: SECONDARY

UNIT TITLE: FACT AND OPINION
SUGGESTED LENGTH: 14 Activity Modules

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrative detail on page no.
3	1 hr.	THE ARGUMENT - II 1. Students complete ordering the puzzle pieces. 2. Students compare their ordering of the material with a replay of the tape.	1. The Argument puzzle 2. Taped dialogue of The Argument.	TR	36
4	3 hr.	THE ARGUMENT - III 1. Students discover errors of sentence organization on the puzzle pieces. 2. Students compare their discoveries with those written on the transparency.	1. The Argument puzzle 2. The transparency of erroneous sentence descriptions.	OH	36
5	2 hr.	THE TRANSACTION - I 1. Students organize the content of the case. The Transaction involves a man claiming he has paid a bill. He has no receipt to prove his expenditure. The sorting of the evidence requires that the dialogue make syntactical sense. 2. Students indicate whether the evidence falls into the category of fact or opinion.	1. The Transaction puzzle pieces.		55

project NECESSITIES

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UNIT TITLE: FACT AND OPINION
LEVEL: SECONDARY
SUGGESTED LENGTH: 14 Activity Modules

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrativ detail o page no.
6	1 hr.	THE TRANSACTION - II 1. Students listen to the taped version of The Transaction and compare their organization of the material with the tape. 2. Students evaluate the use of evidence in the tape and determine the criteria by which the Indian may get fair compensation for his cattle.	1. The Transaction puzzle pieces 2. Taped dialogue	TR	55
7	1 hr.	EVALUATION - II 1. Evaluation # 2 --- Pretest again 2. Distribution and administration of a test designed to evaluate student awareness of the concepts of fact and opinion and student confidence in their solutions. 3. Students correct and record their own tests.			17
8	1 hr.	THE CASE OF EDWIN - I 1. Distribute the Introduction. 2. Read the Introduction. 3. Elect Council Leaders. 4. Distribute Envelope I to Council Leaders.	1. Introduction 2. Envelope I		73

project NECESSITIES

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OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrative detail on page no.
9	5 hrs.	THE CASE OF EDWIN - II 1. Students fulfill the objectives of Envelope I by sorting the contents of five envelopes corresponding to the five parts of the case. 2. Students record time spent in the activity. 3. Students measure the accuracy of work completed.	1. Envelope I 2. Envelope II		73
10	4 hrs.	THE CASE OF EDWIN - III 1. Students fulfill the objective of Envelope II by sorting the sentence pieces in terms of fact and opinion. 2. Students record time and confidence. 3. Students correct papers. 4. Most successful team chooses to defend or prosecute.	1. Envelope I 2. Envelope II 3. Envelope III 4. scissors 5. rulers		73
11	2 hrs.	THE CASE OF EDWIN - IV 1. Students fulfill the objectives of Envelope III by adjudicating the Case of Edwin. 2. Students prepare legal briefs. 3. Students fill out final evaluation.	1. Envelope III		73

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OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrative detail on page no.
12	1 hr.	COMMUNICATION GAME - I 1. Distribution of The Drinking Party, Instructions, "Recommendation Alternatives" and "Character Description". 2. Reading of The Drinking Party, Instructions "Recommendation Alternatives, and "Character Description". 3. Clarification of any questions.	1. Drinking Party 2. Instructions 3. Recommended Alternatives 4. Character Description		118
13	2 hrs.	COMMUNICATION GAME II 1. The play. 2. Groups meet and make decision. 3. Groups record the decision on the blackboard or overhead projector. 4. Groups discuss normative and realistic aspects of the simulation exercise.	1. The Drinking Party 2. Instructions 3. Recommended Alternatives 4. Character Descriptions	OH	118
14	1 hr.	COMMUNICATION GAME III 1. Students discuss and respond to interrogatories.	1. Transparency	OH	118

A NOTE TO THE TEACHER ABOUT THE USE OF THE NARRATIVES

The following narrative is not meant to be a strait-jacket!

On the contrary, the narrative of classroom activities has specifically been written in the past tense so that you can "look in" on another teacher's classroom and see the way she chose to teach these materials.

There is no way to replace the critical role that teacher and student imagination play in making the classroom a place of real learning.

You may find that some activity modules will take two or three times as long as suggested. Others may take less time. You may also find that some of the activities need to be revised to meet the specific needs of your students: their cultural background, their individual capacities, and their previous learning experience.

The Project NECESSITIES staff hopes that as you "write" your own narrative in the day-to-day interchange in your classroom, you will share with us new ways that you and your students have found to make the following activities come alive. Perhaps in later versions of the narrative, others can benefit from your creativity.

ACTIVITIES 1, 7

FACT AND OPINION EVALUATION

SUGGESTED ACTIVITY

Rationale:

The "Fact and Opinion Evaluation" serves a dual function. At the outset of the unit, it familiarizes students with the "challenge curriculum" by giving a test which is open to discussion and which therefore avoids rigid structure. It has also been deisgned to aide in evaluating students' extant awareness and future growth.

Following this "suggested activity," we have included a series of interpretations based on the Evaluation Item Analysis. These statements open to discussion the issues of law and order, proselytization, individual dignity, individual taste, and group awareness, which are outlined in the text of the Evaluation.

The Evaluation also aids in appraising students from two vantage points. First, how well do they know the material? Second, what kind of confidence do they have in their answers to questions? Students who answer many questions accurately but demonstrate little confidence will require greater success experience in subsequent classroom activities. Students who do poorly but reflect a high degree of confidence need to temper their responses. The evaluation exercise itself is a first step in that process.

Test and measurement instruments have traditionally been used to qualify intelligence, behavior, learning, success, degree of disadvantage and even life-style preference. This Pretest Evaluation attempts only to stimulate interest in evidence accumulation and validation. The Pretest will fulfill its goal to the degree that teachers actively involve themselves in interaction with students.

For further information concerning the Pretest revision see the appendix reports of Project NECESSITIES staff and the field reports of Mr. Kent Beckman.

SUGGESTED PROCEDURE

The teacher distributed the "Fact and Opinion Evaluation" and had students read the instructions. The class was allowed considerable time to ask questions. The exercise took most students about 15 minutes, which left sufficient time for them to correct their own papers. Students were allowed to work at their own speed. When all the tests were corrected, the teacher asked students to write down their scores and keep them for future comparison.

For many students, correcting the test was more difficult than taking it. Those who finished the exercise early and easily moved from student to student helping other students work out the procedure and compute scores.

After all scores had been recorded to the satisfaction of students, the time remaining was spent decoding the significance of the Evaluation. The teacher went through each question on the Evaluation asking why it was a fact or an opinion, and asking how the sentence might be changed to make it a fact if it were an opinion, and how it could be changed to an opinion if it were a fact. In this way the teacher demonstrated the role of semantics and syntax in differentiating a fact from an opinion.

The teacher subsequently proceeded to clarify each statement by comparing it with the answers on the item analysis. Each paragraph in the analysis was read to the class and students' reactions were aired. In many cases, students agreed with the paragraph description. When disagreements arose, the teacher stressed that the paragraph was based on the perceptions of seventh and eighth grade Navajo students and asked: "Why might these students have answered this question differently from you?" In this way, the teacher introduced the concept of cultural relativism.

On the second day of class the teacher asked, "Where do we get facts?" It took most students awhile to interpret the question, but eventually they responded with television, newspapers, the Almanac, teachers, doctors, books, and "myself." As students responded, the teacher wrote the answers on the blackboard in three distinct categories. When students were satisfied with the lists, the teacher asked what titles or names could be given to each category. In this way the teacher introduced the categories of written data, authority, and experience.

In subsequent discussion, the teacher asked students to evaluate the determined categories. He stressed the importance of verifying data with evidence from as many categories as possible.
The class went on to discuss the necessity of facts in land dealings, legal actions, political decisions and in many cases personal decisions.

The above classroom discussion was vitally important to the success of the unit. The teacher attempted to illustrate the importance of weighing evidence and challenging opinions, and the class determined three important categories in testing evidence and perceiving the validity of claims made by others.

COMMUNICATION SKILLS

This is a quiz which is being given at the beginning of the unit to see how much you already know about facts and opinions. The quiz intends to let you see two things about yourself: 1. How much you know; 2. How sure you are of what you know.

Most tests record what you know and compare this information with others in your class, area, state and nation. This quiz is designed to compare you only with you.

First you will read some sentences and show whether you believe these are statements of fact or statements of opinion. Next you will correct your own quiz to see how much you know at this point, and how sure you are of what you know. This will help you discover what you need to learn during this unit. You will take this quiz once more during the unit so that you can measure your own progress.

Directions:

After these directions, you will find fifteen sentences followed by three columns. Read the sentences carefully and first decide if you think the sentence is a statement of fact (F) or a statement of opinion (O). When you have made a decision, circle either (F) or (O) beside the sentence. To help you decide, you may refer back to these definitions:

"FACT": Things known to have happened which can be proved to be true.

EXAMPLE: Columbus made a voyage to the West Indies in 1492.

"OPINION": Judgment or belief based on grounds short of proof. View held as probable. What one thinks about a particular question, belief or conviction. An interpretation of a fact.

EXAMPLE: Red apples taste best.

After you have made a decision and marked it in the right place, think about how sure you are of your answer. If you are sure your answer is correct, circle number three. If you are less sure of your answer, circle number two. If you are unsure of your answer, circle number one.

EXAMPLE: John Adams was the second President of the United States. [✓ F]/O/3/2/[✓ 1]

NOTE: Students who choose "sure" regularly and are incorrect will get a very low score, as this subtracts three points from the score. Students who choose "sure" regularly and are correct will get a very high score.

FACT AND OPINION STATEMENTS

			FACT	OPINION	SURE	LESS SURE	UNSURE	RIGHT	WRONG
1.	George Washington was the first President of the United States.	1.	F	0	3	2	1	____	____
2.	The Indians of California did not like clothes and they rarely bathed.	2.	F	0	3	2	1	____	____
3.	Mississippi is one of the fifty states.	3.	F	0	3	2	1	____	____
4.	Obeying the law is good.	4.	F	0	3	2	1	____	____
5.	Public meetings of Communists ought to be restricted.	5.	F	0	3	2	1	____	____
6.	George Washington is the father of our country.	6.	F	0	3	2	1	____	____
7.	All Indian children ought to be Christian.	7.	F	0	3	2	1	____	____
8.	A poor home is better than an institution.	8.	F	0	3	2	1	____	____
9.	Alaska is the largest state in the nation.	9.	F	0	3	2	1	____	____
10.	Some people believe that John F. Kennedy was the best President of the twentieth century.	10.	F	0	3	2	1	____	____
11.	Boys ought to keep their hair neat and combed when they are in school.	11.	F	0	3	2	1	____	____
12.	Bureau of Indian Affairs schools are the best in the country.	12.	F	0	3	2	1	____	____
13.	An Indian can be elected President of the United States.	13.	F	0	3	2	1	____	____
14.	Indians are better horsemen than whites.	14.	F	0	3	2	1	____	____
15.	Most Americans believe in individual dignity.	15.	F	0	3	2	1	____	____

FACT - OPINION EVALUATION

ANSWER SHEET

1. Compare your responses with the following answer sheet.

   1. F, 2. O, 3. F, 4. O, 5. O, 6. O, 7. O, 8. O, 9. F, 10. F,

   11. O, 12. O, 13. F, 14. O, 15. O.

2. If your answer is correct, carry the number that you circled over to column marked "RIGHT." If your answer is incorrect, write the number that you circled in the column marked "WRONG."

3. Add each of the two columns. Write your totals at the bottom of each column.

4. Now subtract the smaller total from the larger total at the bottom of each column. Now look to see if the larger total was in the RIGHT or the WRONG column. If the larger total was in the WRONG column, place a minus (-) sign in front of your score. This means that you received a negative score. If the number in the RIGHT column is larger, subtract the number WRONG from the number RIGHT and what remains is your positive score. Your final score must lie between 45 and -45.

Evaluation:

30-45......Excellent......You have achieved fairly well but are advised to carry on with the activity so you may more carefully discriminate between fact and opinion in the future.

Below 10 ......work hard......you have lots to learn......

1. George Washington was the first President of the United States.

Number correct: 116
Number incorrect: 7
No response: 9

Mean confidence level correct: 2.4
Mean confidence level incorrect: 3.0

Possible Conclusion:

The number of correct responses and the high confidence level on the first question indicate student understanding of the test and confidence levels.

With a few exceptions, students found the question and method easy to use and understand. The fact that there were seven students who answered the question incorrectly but registered a high degree of confidence reflects a consistent pattern throughout the test.

These students either did not understand the directions or they really have no way of determining their own confidence.

2. The Indians of California did not like clothes and they rarely bathed.

Number correct: 116
Number incorrect: 7
No response: 9

Mean confidence level correct: 1.2
Mean confidence level incorrect: 1.5

Possible Conclusion:

This statement, taken from a history text used in many schools attended by a predominantly Indian population, was easily distinguishable as an opinion by almost all of the students. Being able to distinguish the statement as an opinion based upon some fact made most students highly uncertain, which was reflected in the mean score of 1.2. Only three students felt "sure" of their choice and only thirty students would hazard a guess of "2".

3. Mississippi is one of the fifty states.

Number correct:	78
Number incorrect:	45
No response:	9

Mean confidence level correct:	1.4
Mean confidence level incorrect:	2.4

Possible Conclusion:

What seems most interesting about this series of responses is that although most students answered the question correctly, they showed little confidence in answering, while those who answered the question incorrectly showed a high degree of confidence. The statement, which seems elementary and clearly factual, offered many students a great deal of difficulty. This probably reflects a lack of geographical knowledge despite the fact that geography is a major item on the scholastic menu. Whether it was the number "fifty" or the feeling that the statement had some trap which made students err is difficult to detect.

4. Obeying the law is good.

Number correct:	34
Number incorrect:	87
No response:	9

Mean confidence level correct:	2.5
Mean confidence level incorrect:	2.7

Possible Conclusion:

This was one of the two most value-laden questions on the unit preview. The students who were incorrect more than doubled those who responded correctly. The statement, clearly an opinion, reflects to the environment in which education takes place. A federal boarding school regulates the time of "rising, resting, eating, working, learning, and recreating." Students come to see "rules" and not "humans" as the major "facts" of personal or impersonal human interaction. The adherence to such a statement as "obeying the law is good" with such confidence offers tremendous evidence of the need for student discrimination between fact and opinion and between reasonable behavior and unreasoned belief.

c.f. Adorno, Frenkel, Brunswick *et.al.*,
The Authoritarian Personality

5. Public meetings of Communists ought to be restricted.

Number correct:	85
Number incorrect:	35
No response:	13

Mean confidence level correct:	2.1
Mean confidence level incorrect:	2.6

Possible Conclusion:

Statements 4 and 5 both involve questions related to current political and social issues. Statement 4 was interpreted as being factual for reasons of personal involvement and experience. Statement 5 involved a distant group which allowed for more objective judgment. Had the question been revised to say, "'red power' groups are a threat to national security and their meetings ought to be restricted," the responses would undoubtedly be different. In class discussion many students did not even know what Communists are, but they could answer the question correctly and could even extrapolate from this statement to the issue of free speech and assembly.

6. George Washington is the father of our country.

Number correct: 45
Number incorrect: 79
No response: 9

Mean confidence level correct: 2.0
Mean confidence level incorrect: 2.5

Possible Conclusion:

The question was included in the pretest to determine student consistency in discriminating fact from opinion and the ability to discern the difference between the fact of Washington's being the first President of the United States and the opinion of his being the father of our country. Both are statements with which students are familiar. Both are statements which are orally articulated and which appear in print. The statements sound and look similar, but they connote different images. The number of incorrect responses with this concomitant high confidence level is a good indication of the inability of students to discriminate fact from opinion.

7. All Indian children ought to be Christians.

Number correct:	94
Number incorrect:	30
No response:	9

Mean confidence level correct:	1.9
Mean confidence level incorrect:	2.1

Possible Conclusion:

The response to the statement, "All Indian children ought to be Christians," indicates how strongly emotions can be involved in the discernment of the truth of a fact or the validity of an opinion. The number of correct responses more than trebled those incorrect. Yet the students who chose to mark the statement a fact had more confidence in their solution. These students have been confronted with proselytizing by organized churches affiliated with the boarding school, and practices of often well-intentioned teachers. Although most students felt the statement was an opinion, they were unable to support their view with confidence.

Those who felt the statement was a fact had probably been the successful targets of proselytic campaigns, and their decision to convert was undoubtedly compelled by their feeling that being Christian is right and all Indians ought to do what is right. Confronting students with this kind of moral dilemma helps them see how fact and opinion are often confused.

8. A poor home is better than an institution.

Number correct: 81
Number incorrect: 47
No response: 9

Mean confidence level correct: 1.7
Mean confidence level incorrect: 2.0

Possible Conclusion:

In questioning students about whether they would rather live at home or in a boarding school, students unanimously chose to live at home. That they would choose to live even in a "poor" home, is what made the decision difficult for the 47 inaccurate respondents.

9. Alaska is the largest state in the union.

Number correct: 80
Number incorrect: 44
No response: 9

Mean confidence level correct: 2.5
Mean confidence level incorrect: 2.0

Possible Conclusion:

Reinforcing statement number 1, this statement demonstrates that the great majority of students understood the mechanics of the evaluation, and it was probably from lack of geographical knowledge that the remainder erred.

10. Some people believe that John F. Kennedy was the best President of the twentieth century.

Number correct: 87
Number incorrect: 37
No response: 9

Mean confidence level correct: 2.6
Mean confidence level incorrect: 1.9

Possible Conclusion:

This statement was previously conceived as a difficult sentence for students to classify. By adding the words "some people believe" to a statement of opinion, the sentence moves from one category to the other. There are a number of possible explanations for the success experienced by students in this example. Students may have read this example more carefully because they were interested in any statement which included the personality of the former President; or students may have agreed with the statement and thus labelled it a fact; or students may have immediately perceived the qualifications which surround the words "some people believe."

Whatever the explanation, in subsequent testing situations this question will be revised to read:

1. John F. Kennedy was the best President of the twentieth century.
2. Some people have proven that John F. Kennedy was the best President of the Twentieth Century.
3. John F. Kennedy was the worst President of the Twentieth Century.
4. The question in the original form.

It is hoped that this procedure will clarify this inordinate success on such a complex classification.

11. Boys ought to keep their hair neat and combed when they are in school.

Number correct:	35
Number incorrect:	84
No response:	9

Mean confidence level correct:	2.6
Mean confidence level incorrect:	2.9

Possible Conclusion:

Comparable to number 4, this statement is one which students in boarding schools confront daily. Most schools regulate dress and behavior to some degree, but not on a twenty-four hour basis. Students in most boarding schools are constantly surrounded by numbers, governmental regulations and codes for dress and conduct. These items become a gestalt of regimentation and order causing students to express little imagination in dress and even less in hair style. The fact that so many students erred in this classification is explained by the scarcity of choices offered. Lack of choice has led to a philosophy of acceptance--a philosophy which makes it difficult for students to challenge rules and values which are presented to them.

12. Bureau of Indian Affairs schools are the best schools in the country.

Number correct:	69
Number incorrect:	55
No response:	9

Mean confidence level correct:	1.9
Mean confidence level incorrect:	2.3

Possible Conclusion:

Asking students to appraise their own educational milieu always yields interesting results. For most students, the boarding school is the only school they have attended, so they have little basis for comparison. They were not really expected to compare, and yet the number of students who erred must have inadvertently evaluated their own boarding school which is temporarily their home, community, and family.

Again, restructuring of this question in subsequent testing will indicate if students are really evaluating the distinction between fact and opinion or if they are really supporting or disclaiming their school.

13. An Indian can be elected President of the United States.

Number correct:	70
Number incorrect:	54
No response:	9

Mean confidence level correct:	2.4
Mean confidence level incorrect:	1.9

Possible Conclusion:

Not begging the question of possibility but only that of legality, this statement requires some knowledge of the constitution before it can be successfully answered. The number of students who classified this statement accurately indicates their awareness of some of the constitutional rights of Indians.

14. Indians are better horsemen than whites.

Number correct:	64
Number incorrect:	60
No response:	9

Mean confidence level correct:	2.2
Mean confidence level incorrect:	2.3

Possible Conclusion:

One of the factors which may have confused the 50% of the sampling who incorrectly labelled this statement was the pride students have in their own ability to ride and care for horses. Most Navajo students have had access to horses all their lives and the experiences therefrom have been among the most successful in their lives. The fact that 50% were in error should not hide the fact that those who were mistaken may be reflecting one aspect of a psychological strength which has been rarely, if ever tapped.

15. Most Americans believe in individual dignity.

Number correct:	83
Number incorrect:	42
No response:	9

Mean confidence level correct:	1.8
Mean confidence level incorrect:	2.1

Possible Conclusion:

The final statement further substantiates the validity of the test as a means of acquiring data on student knowledge and confidence. Although the statement was full of incomprehensible language, students could discern clue words and correctly classify the statement. They correctly circled numbers indicating little confidence. The combination of correct answers and low confidence levels demonstrates the utility of this evaluation for target populations under consideration.

ACTIVITIES 2, 3, 4

THE ARGUMENT

Suggested Activity

Rationale

The Argument was created to arouse student interest in communication skills. The material was designed to involve students in activities which reinforce listening skills, content organization, and dialogue analysis. The material has maximum impact with more mature students who can better identify with the experiences related.*

The results of field-testing demonstrate that the material works best in three one-hour sessions. The suggested length of this activity may need to be revised, however, to meet the specific needs of a class, depending on the oral and organizational skills of the students.*

Suggested Procedure

On the first day, the teacher arranged the desks in a circle with a tape-recorder on a desk in the center of the circle. Students were immediately curious about what they would be hearing, and the teacher told the class that they would hear a tape which would reward them for listening carefully. The students were not completely satisfied with this response, but they were curious to

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See Beckman report, field-test section of this Volume.

hear the tape and indicated their curiosity by adjusting to the new seating arrangement quickly, and remaining quiet.

The teacher played the tape, which took about six minutes. The remainder of the class time was spent with the students relating the experiences of the tape to their own lives, through role-play. The teacher asked a female and a male student to take the roles of mother and son. The students were asked to dramatize how a similar argument would take place in their own families. For many students this was their first role-play experience. and paper-bag masks had to be provided for the participants. The use of masks made many students feel much more comfortable, allowing them to expose more of their own feelings and attitudes.

Following the tape and the role-play, the remaining class time was spent discussing and analyzing the following questions:

1. Were there any parts of the tape which caught your immediate attention?

2. Were these parts of the tape reflected in the role-play of the volunteer students?

3. Do you think students from different parts of the world would be attentive to different parts of the tape?

4. Could either the mother or the son have made a more persuasive argument?

5. Would you have behaved differently if you were the son? How? Why?

6. How do you imagine this issue would be settled?

7. Can you think of better ways of settling this kind of dispute?

Open-ended discussion questions like the above often confuse students, who are accustomed to responding with answers they consider "correct." When no immediate response follows the question, many teachers have a tendency to move on to other questions or new material. This should be avoided if possible. Students should be allowed time to interpret the question and to come to a conclusion. For many students this will be their first experience with classroom dialogue, and sufficient time is required for them to become comfortable with a new role in an old environment.

On the second day of class, the teacher distributed pieces of pink card-stock in envelopes entitled "The Argument Puzzle Pieces." The students were told that these were interlocking pieces which, when put in the right order, would read exactly the same as the tape-recording they had heard on the previous day. Students were then asked to put the pieces together.

After each student had agreed on the arrangement of the pieces, the teacher played the tape of The Argument again. Students were told to read their completed puzzles along with the tape. It was discovered that students who listened most carefully on the first day were best able to organize the material.

On the third day of class, students were told to read each sentence statement in the "puzzle pieces." Each sentence is followed by (O) which stands for opinion or an (F) which stands for fact. Students were told to discover the ten fact and opinion errors which had been made. When every student had finished reading the material and had reached a decision as to the ten inaccurately described sentences, students were asked to volunteer their choice of sentences. Each sentence was discussed; if it was actually one of the errors, the teacher uncovered that sentence which was written on a transparency for the overhead projector. This same process was followed until all ten errors were discovered and discussed.

Most students had some difficulty discriminating between fact and opinion at this time, so care was taken to allow each student to work at his own pace. This activity took more than one day for some classes, but teachers found that individual students who had finished the assignment could help other students in the classroom.

THE ARGUMENT

A play in one scene.

Characters:

Loren - a sixteen-year-old Indian boy home for the summer from a B.I.A. boarding school.

Loren's Mother

Setting: The kitchen in Loren's house. Loren's mother is preparing lunch. In the background Loren's two younger sisters are playing records.

"THE ARGUMENT"

Narrator: "This is a play. Its title is The Argument. The characters are a son named Loren and his mother."

Setting: Loren's mother is in the kitchen when Loren comes in. (Door slams.)

Loren: "Mom, I'm going to the dance tonight at the school."

Mother: "Oh, Loren, when did you come back? What did you say?"

Loren: "I said, I'm going to the dance at school."

Mother: "You don't just come in here and tell me that."

Loren: "Everybody else is going."

Mother: "Well, that's no reason at all. Suppose someone chops off his head, are you going to do that, too? Hey, girls, turn off that music in there. We're trying to talk. Well, that's better."

Loren: (Defensively) "I'm 16 now. Don't you think I can take care of myself?"

Mother: "Well, you don't always act like it. If you're 16 and so responsible, why haven't you done all your chores this week."

Loren: "Well I did! You just don't look well enough."

Mother: "You only took out the trash two days this week."

Loren: "There just wasn't enough, the rest of the times."

Mother: "Well, if you finish your work or don't have enough to do you should help your brother. You should set an example. You are the oldest one."

Loren: "I thought we were talking about the dance."

Mother: "Well, we are."

Mother: "Who's all going?"

Loren: "Just some of the guys."

Mother: "I suppose you're going with your drunken buddy. I hear there's a lot of drinking going on at those dances."

Loren: "You know I don't drink, and there's always cops there to take care of that stuff. And who are you talking about, 'my drunken buddy'?"

Mother: "Eddie! I hear stories about him, and I don't like you going around with people like that."

Loren: "Gosh! Who's been telling you all that stuff? Eddie's a good guy. Just 'cause he's been in trouble once doesn't make him a juvenile delinquent. He's my best buddy."

Mother: "Yeah, since he has been to Los Angeles on relocation, he's changed. I'm afraid he's going to give you bad ideas. He's not like us anymore."

Loren: "What do you mean, he's not like us? Just 'cause he's been to L.A. doesn't make him bad. In fact, he's got a good job because of it."

Mother: "I know, but he has changed. Look at those clothes he wears. He has forgotten the old ways. He doesn't show respect to the old ones anymore."

Loren: "Mom, we're not back in the 40's anymore. I don't see why they don't change things around here anyway."

Mother: "What? You had just better watch your mouth, young man. Where did you learn to talk like that? You know, if you start going around with people like that, people are going to talk. That is a fast bunch. Some of our old ways are always going to be good, Loren."

Loren: "I know they're always going to be good, but you can't keep me from my friends. They're not a fast bunch! Anyway, it's just a dance. It's not going to change my whole life."

Mother: Silence ..... "Oh, I wish you were a little boy again sometimes. Well, if I let you go, how are you getting up there?"

Loren: "Well, I thought I could use the car."

Mother: "Loren, I don't like you driving at night. There's too much traffic on the weekends. You know a car smashed into your uncle last weekend, and it wasn't even his fault. Besides, the brakes on our car don't work right."

Loren: "I'll fix them this afternoon. Besides I've passed my driver's test, and I'm a good driver. You're always thinking about accidents. Anyway, it's only a few miles.

Mother: "I'm not always thinking about accidents. If I let you go, who would ride with you?"

Loren: "Oh, there's Ted, Mary, Roger. There's about ten of us."

Mother: "Ten! Loren, what's the matter with you? Sometimes I wonder about your judgment. You know it's dangerous to cram ten kids in any car."

Loren: "It's only a little ways, and the girls could sit on the guys' laps."

Mother: "Who are these girls anyway?"

Loren: "Oh, you know, just some of the girls."

Mother: "Do they have their folks' permission?"

Loren: "Yeah, I think so, but I don't know about all of them."

Mother: "Well, who are the girls?"

Loren: "Linda, Dorothy ...Oh, just some of the girls."

Mother: "Well, if Linda's going--her mother is pretty careful--maybe it's all right."

Loren: "Sure, it's going to be all right. It's just a simple dance, and there's always a good rock band that's playing."

Mother: "Rock band! I thought this was going to be a '49.' Girls, girls, turn off that awful music now!"

Loren: "Gee Mom, we have rock dances like this at the school every week. Besides in these dances we don't even touch each other."

Mother: "I don't care if you don't touch each other. Those dances are crazy. I've seen them on TV with all that wiggling. Why I'd be ashamed. I don't think you should go."

Loren: "There's nothing to be ashamed about, rock is the 'in' thing now. Don't you remember when you were a young girl?"

Mother: "Of course, our dances weren't crazy then, and my skirts were a decent length."

Loren: "Who's talking about your skirts? We're not back then."

Mother: "Well, I'll think about it. We'll see."

Who won the argument?

"THE ARGUMENT" PUZZLE

This material in classroom form is printed on pink card stock and cut in the form of interlocking pieces as indicated by the dotted lines on pages 47 and 48. Students receive the 14 pieces and must (1) interlock the correct pieces to complete the proper sequence of sentences, and (2) put the 7 interlocked pages in proper order.

This material also helps to develop skill in fact/opinion sorting by having students find and circle the ten errors in (F) fact and (O) opinion designations for each sentence.

"Mom, I'm going to the dance tonight at the school (O)."

"Oh, Loren, when did you come back (F)? What did you say (F)?"

"I said, I'm going to the dance at school (F)."

"You don't just come in here and tell me that (O)."

"Everybody else is going (O)."

"Well, that's no reason at all (F). Suppose someone chops off his head, are you going to do that, too (F)? Hey, girls, turn off that music in there (F). We're trying to talk. Well, that's better (O)."

(Defensively) "I'm 16 now (O). Don't you think I can take care of myself (F)?"

"Well, you don't always act like it (O). If you're 16 and so responsible, why haven't you done all your chores this week (O)?"

"Well I did (O)! You just don't look well enough (F)."

"You only took out the trash two days this week (F)."

"There just wasn't enough the rest of the times (F)."

"Well, if you finish your work or don't have enough to do, you should help your brother (O). You should set an example (F). You are the oldest one (F)."

"I thought we were talking about the dance (O)."

"Well, we are (O)."
"Who's all going (F)?"

"Just some of the guys (O)."

"I suppose you're going with your drunken buddy (O). I hear there's a lot of drinking going on at those dances. (F)"

"You know I don't drink, and there's always cops there to take care of that stuff (O). And who are you talking about, 'my drunken buddy' (F)?"

"Eddie! (F) I hear stories about him, and I don't like you going around with people like that (F)."

"Gosh! Who's been telling you all that stuff (F)? Eddie's a good guy (O). Just 'cause he's been in trouble once doesn't make him a juvenile delinquent (O). He's my best buddy (F)."

"Yeah, since he has been to Los Angeles on relocation, he's changed (O). I'm afraid he's going to give you bad ideas (F). He's not like us anymore (O)."

"What do you mean, he's not like us (O)? Just 'cause he's been to Los Angeles doesn't make him bad (O). In fact, he's got a good job because of it (O)."

"I know, but he has changed (O). Look at those clothes he wears (F). He has forgotten the old ways (O). He doesn't show respect to the old ones anymore (O)."

"Mom, we're not back in the 40's anymore (F). I don't see why they don't change things around here anyway (F)."

"What (F)? You had just better watch your mouth, young man (O). Where did you learn to talk like that (F)? You know if you start going around with people like that, people are going to talk (O). That is a fast bunch (O). Some of our old ways are always going to be good, Loren (O)."

"I know they're always going to be good, but you can't keep me from my friends (O). They're not a fast bunch (F)! Anyway, it's just a dance (O). It's not going to change my whole life (F)."

Silence ...."Oh, I wish you were a little boy again sometimes (O). Well, if I let you go, how are you getting up there (F)?"

"Well, I thought I could use the car (F)."

"Loren, I don't like you driving at night (F). There's too much traffic on the weekends (O). You know a car smashed into your uncle last weekend, and it wasn't even his fault (O). Besides, the brakes on our car don't work right (O)."

"I'll fix them this afternoon (F). Besides I've passed my driver's test, and I'm a good driver (0). You're always thinking about accidents (0). Anyway, it's only a few miles (0)."

"I'm not always thinking about accidents (0). If I let you go, who would ride with you (F)?"

"Oh, there is Ted, Mary, Roger (F). There's about ten of us (0)."

"Ten (F)! Loren, what's the matter with you (F)? Sometimes I wonder about your judgment (F). You know it's dangerous to cram ten kids in any car (0)."

"It's only a little ways, and the girls could sit on the guys' laps (0)."

"Who are these girls anyway (F)?"

"Oh, you know, just some of the girls (0)."

"Do they have their folks' permission?" (F)

"Yeah, I think so, but I don't know about all of them (F)."

"Well, who are the girls (F)?"

"Linda, Dorothy....Oh, just some of the girls (O)."

"Well, if Linda's going--her mother is pretty careful--maybe it's all right (O)."

"Sure, it's going to be all right (O). It's just a simple dance, and there's always a good rock band that's playing (O)."

"Rock band (F)! I thought this was going to be a '49' (F). Girls, girls, turn off that awful music now (O)!"

"Gee, Mom, we have rock dances like this at the school every week (F). Besides in these dances we don't even touch each other (F)."

"I don't care if you don't touch each other (F). Those dances are crazy (O). I've seen them on TV with all that wiggling (F). Why I'd be ashamed (O). I don't think you should go (O)."

"There's nothing to be ashamed about, rock is the 'in' thing now (O). Don't you remember when you were a young girl (F)?"

"Of course, our dances weren't crazy then, and my skirts were a decent length (O)."

"Who's talking about your skirts (F)? We're not back then (F)."

"Well, I'll think about it (F). We'll see (F)."

(TRANSPARENCY)

SENTENCES INACCURATELY LABELLED:

1. "Well, that's no reason at all (F)."
2. "If you're 16 and so responsible, why haven't you done all your chores this week (O)?"
3. "You just don't look well enough (F)."
4. "There just wasn't enough the rest of the times (F)."
5. "You should set an example (F)."
6. "He's my best buddy (F)."
7. "What do you mean, he's not like us (O)?"
8. "They're not a fast bunch (F)!"
9. "It's not going to change my whole life (F)."
10. "Besides in these dances we don't even touch each other (F)."

ACTIVITIES 5, 6

THE TRANSACTION

Suggested Activity

Rationale

The Transaction is designed to focus student attention on the importance of verifiable documentation in transactions where one individual might take advantage of another. The trader in the story is a man who swindles and manipulates his clientele whenever he can. The problem is a real one, substantiated by student comments.* The tape of The Transaction has stimulated more student discussion than any other segment of Fact and Opinion.**

The Transaction is designed to involve students in a group activity which reinforces organizational skills introduced in The Argument, and introduces work groups whose cooperation will be instrumental in the success of The Case of Edwin. The material in The Transaction generally requires four class hours for completion.**

Suggested Procedure

(The following narrative was paraphrased from the Evaluation by Mr. Kent Beckman.)

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*See feedback information data, field-test section of this volume.

**See Beckman Evaluation, field-test section of this volume.

Reversing the order of procedure followed in The Argument proved to be the most successful approach to this material. On the first day of class students were divided into work groups of five to eight people. Group members were then given the puzzle pieces of the case, The Transaction.

The students were told to reach agreement within their groups on the correct order of the puzzle pieces. Each group was in competition with the other groups in the room, which led to faster work and increased participation. At the end of the class period, the teacher played the taped version of The Transaction and students compared their organization of the material with the tape recording.

The second day of class was spent evaluating the individual sentences of The Transaction, with the students again working in their groups. Students read the assembled puzzle pieces, and indicated beside each sentence whether it was fact or opinion. The necessity of reaching group agreement on the sentence labels restricted sheer guesswork on the part of the students. Emphasis in this activity module was placed on accuracy, rather than speed. Accordingly, competition between groups was avoided.

On the third day of class, the sentence labels were corrected. Each sentence was read aloud, and each group stated how it had categorized the sentence. The teacher then told the class what the answer sheet stated. In many cases all of the groups disagreed with the answer sheet. When this happened, the teacher asked what tests could be used to reach the right conclusion. In most cases students agreed with the prescribed answer, after the label was tested against the criteria of written data, authority, and/or experience.

On the fourth day of class, the students discussed the following questions:

1. How was Rusty able to verify his version of the transaction?

2. Into what category of proof would his verification fall?

3. Even though all the characters had the same opinion of Sam, what would be needed to settle the issue finally? Where would this kind of issue be settled today? Has it always been this way?

4. How could Bill Paul hope to receive a fair settlement?

5. Do you know of people who have been in situations similar to Rusty and Bill Paul? How did they settle their grievances?

6. Can society defend individuals from this kind of unfair treatment? How?

7. Do you know of any efforts which are being made in your community to protect individuals from people like Sam?

8. How could you get more information on this subject?

60

playbill

THE TRANSACTION*

A play in two scenes.

Characters in order of appearance:

1. The Trader: 'Honest' Sam Whipple
2. An Older Man: Bill Paul
3. A Younger Man: Rusty Phillips (A friend of Bill Paul)
4. A Secretary in the Legal Aid Office: Francie
5. A Young Lawyer in the Legal Aid Office: Mr. Freedman

Setting: Mr. Paul has just driven in to Mr. Whipple's store with some livestock. Mr. Paul and Sam, the trader, are talking.

*Transaction: trans - between, action - action: Any action between two people, two groups. In this case it has to do with business dealings between a seller and a buyer.

"THE TRANSACTION"

Narrator: "This is a play. The name of the play is The Transaction. There are five characters in this play:

1. The Trader: 'Honest' Sam Whipple
2. An Older Man: Bill Paul
3. A Younger Man: Rusty Phillips (A friend of Bill Paul)
4. A secretary in the Legal Aid Office: Francie
5. A young lawyer in the Legal Aid Office: Mr. Freedman

Setting: Mr. Paul, a mature Indian man, has just driven in with some cattle to sell. The sale represents a large portion of his yearly income. Mr. Paul and Sam, the trader, are talking."

I. Scene One

Sam: "Well, hello there, Mr. Paul. What can I do for you today?"

Bill: "I got something out there I'd like to sell."

Sam: (Looking through the store window) "I see you've got two pretty good-looking steers this year, Bill. All we have to do is weigh them and the price is the same per pound as last year."

(The two men go out to the scales and weight the livestock. Then, they re-enter the store.)

Sam: "Well let's see now, Bill, 1530 pounds at 21¢ a pound, I figure that's about three hundred bucks worth. We'll deduct sixty dollars on what you owe on your account, and here's your $240.00."

Bill: "What do you mean I owe you sixty dollars? I paid that two months ago. I thought we were even."

Sam: "Now don't get upset, Bill. It's right here in black and white. My ledger shows you paid sixty dollars _four_ months ago, not _two_ months ago. The balance then was one hundred twenty dollars, so you still owe me sixty bucks. Can't argue with the facts, Bill."

Bill: "No, you're wrong! This is the second time you've done this to me. I won't stand for it! I'm going to see Legal Aid. You'll be hearing from me."

Sam: "I wouldn't cheat you. I wouldn't be here if I didn't like you people and want to help you to get along. But about this money, it's right here in black and white. Don't threaten me with the law. You haven't a leg to stand on." (Bill walks out and slams the door.)

Bill Paul leaves the store, gets into his pick-up and goes to Legal Aid. As he enters, he sees his friend, Rusty Phillips, sitting in the lawyer's outer office.

II. _Scene Two_

Secretary: "Good morning! May I help you?"

Bill: "Yes, I would like to see a lawyer. I've got some troubles."

Secretary: "He's on the phone right now, but he'll be free in a few minutes."

Rusty: "Hello there, Bill! Long time no see."

Bill: (Unhappily) "Hello, Rusty."

Rusty: "What you doing here?"

Bill: "It's Mr. Whipple down at the store; trouble over my account. He says that I owe sixty dollars on my balance, and I know for sure I paid in full two months ago. I don't see why he's doing this to me again. I know I paid him."

Rusty: "Looks like Sam is up to his old tricks. I'm here, too, because of him. Let's go in together."

Bill: "Yeah, _I_ can't talk to Sam. He just points to his book. I can't fight him by myself."

Secretary: "Bill Paul, Mr. Freedman will see you now."

Bill: "Let's go in, Rusty."

Mr. Freedman: "How are you gentlemen? I'm Ted Freedman."

Rusty: "Glad to meet you."

Bill: "Glad to meet you." (Both shake hands.)

Mr. Freedman: "Tell me how I can help you."

Rusty: "Well, Bill and I are having trouble here with Sam down at the store over some financial matters. Right, Bill?"

Bill: "Right."

Mr. Freedman: "I see. Tell me about it, Mr. Paul."

Bill: "I've been dealing with Sam for over 12 years, but I've never trusted him. He's trying to pull a fast one this time. I sold two steers to him. He tried to shortchange me $60.00 which he said I owed him, but I paid up in full two months ago. He's trying to cheat me (begins to lose control)....I've worked hard this year. I've been counting on this money. I need it. Why does this happen to us? When are things going to change?"

Rusty: "Cool it, Bill. We'll get things straightened out."

Mr. Freedman: "Do you have a receipt or any record showing your payments?"

Bill: "Well, no. This was two months ago. I handed him the money and I saw him mark it on his big black lousy book. He didn't give me any paper."

Mr. Freedman: "That's not good. It looks like it's going to be very difficult to prove your version of the transaction. I'm afraid it's going to be your word against his. My secretary will take down all of the pertinent facts and we'll try to get going on this as soon as possible. Do you know of anyone else who had this problem with Whipple, Bill?"

Bill: "Yes, many have. And on the day I paid, Joseph Two Shields was with me and saw Whipple take $60.00. Joe doesn't speak English, but he saw it."

Mr. Freedman: "Rusty, what about you? Is Whipple's the only store in the area?"

Rusty: "Yes, that's the worst of it. We have no place else to go so he's got us cornered. I went to the trading post day before yesterday to try to get some groceries on credit, because my fire fighting check hasn't come in yet. Mr. Whipple refused me even a couple of cans of milk for our little boy. I've been a customer for years. He claimed that I still owed him twenty bucks, but I paid that last month."

Mr. Freedman: "How did you pay him?"

Rusty: "I wrote him a check."

Mr. Freedman: "Have you gotten your bank statement back yet?"

Rusty: "No."

Mr. Freedman: "Rusty, yours seems to be a simple matter then. We'll phone the bank and tell them to send us the cancelled check in question. If Whipple endorsed and cashed that check then we've got the goods on him. A cancelled check is all the proof you need. Let me get on this right away and I'll see you tomorrow. Mr. Paul, come in and see me on Tuesday."

Bill and Rusty: "So long then."

Bill: "Thanks, Mr. Freedman. See you Tuesday." (Dejectedly) I don't have much hope about this. That Sam can smile and lie at the same time. I wish I'd thought to ask him for a paper when I gave him the money. You're smart, Rusty, to have your checks. I don't even know what day that was when Joe and I went into town. But it was right before Betty went off to school."

"THE TRANSACTION" PUZZLE

This material in classroom form is printed on white card stock and cut in the form of interlocking pieces as indicated by the dotted lines on pages 67 and 68. Students receive the twelve pieces and must (1) interlock and correct pieces to complete the proper sequence of sentences, and (2) put the six interlocked pages in proper order.

This material also helps to develop skill in fact/opinion sorting by allowing the student to test and defend his own perception of fact vs. opinion against those of his classmates.

"Well, hello there, Mr. Paul. What can I do for you today [ ]?"

"I got something out there I'd like to sell [ ]."

"I see you've got two pretty good-looking steers this year, Bill [ ]. All we have to do is weigh them and the price is the same per pound as last year [ ]."

"Well, let's see now, Bill 1530 pounds at 21¢ a pound [ ]. I figure that's about three hundred bucks worth [ ]. We'll deduct sixty dollars on what you owe on your account, and here's your $240.00 [ ]."

"What do you mean I owe you sixty dollars [ ]? I paid that two months ago [ ]. I thought we were even [ ]."

"Now don't get upset, Bill [ ]. It's right here in black and white [ ]. My ledger shows you paid sixty dollars four months ago, not two months ago [ ]. The balance then was one hundred twenty dollars, so you still owe me sixty bucks [ ]. Can't argue with the facts, Bill [ ]."

"No, you're wrong [ ]. This is the second time you've done this to me [ ]. I won't stand for it [ ]. I'm going to see Legal Aid [ ]. You'll be hearing from me [ ].

"I wouldn't cheat you [ ]. I wouldn't be here if I didn't like you people and want to help you to get along [ ]. But about this money, it's right here in black and white [ ]. Don't threaten me with the law [ ]. You haven't a leg to stand on [ ]."

"Good morning [ ]! May I help you [ ]?"

"Yes, I would like to see a lawyer [ ]. I've got some troubles [ ]."

"He's on the phone right now, but he'll be free in a few minutes [ ]."

"Hello there, Bill! Long time no see [ ]."

(Unhappily) "Hello, Rusty [ ]."

"What are you doing here [ ]?"

"It's Mr. Whipple down at the store, trouble over my account [ ]. He says that I owe sixty dollars on my balance, and I know for sure I paid in full two months ago [ ]. I don't see why he's doing this to me again [ ]. I know I paid him [ ]."

"Looks like Sam is up to his old tricks [ ]. I'm here, too, because of him [ ]. Let's go in together [ ]."

"Yeah, I can't talk to Sam [ ]. He just points to his book [ ]. I can't fight him by myself [ ]."

"Bill Paul, Mr. Freedman will see you now [ ]."

"Let's go in, Rusty [ ]."

"How are you gentlemen [ ]? I'm Ted Freedman [ ]."

"Glad to meet you [ ]."

"Glad to meet you [ ]."

"Tell me how I can help you [ ]."

"Well, Bill and I are having trouble here with Sam down at the store over some financial matters [ ]. Right, Bill [ ]?"

"Right [ ]."

"I see [ ]. Tell me about it, Mr. Paul [ ]."

"I've been dealing with Sam for over 12 years, but I've never trusted him [ ]. He's trying to pull a fast one this time [ ]. I sold two steers to him [ ]. He tried to shortchange me $60 which he said I owed him, but I paid up in full two months ago [ ]. He's trying to cheat me...I've worked hard this year [ ]. I've been counting on this money [ ]. I need it [ ]. Why does this happen to us [ ]? When are things going to

"Cool it, Bill [ ]. We'll get things straightened out [ ]."

"Do you have a receipt or any record showing your payments [ ]?"

"Well, no [ ]. This was two months ago [ ]. I handed him the money and I saw him mark it on his big black lousy book [ ]. He didn't give me any paper [ ]."

"That's not good [ ]. It looks like it's going to be very difficult to prove your version of the transaction [ ]. I'm afraid it's going to be your word against his [ ]. My secretary will take down all of the pertinent facts and we'll try to get going on this as soon as possible [ ]. Do you know of anyone else who had this problem with Whipple, Bill [ ]?"

"Yes, many have [ ]. And on the day I paid up, Joseph Two Shields was with me and saw Whipple take $60.00 [ ]. Joe doesn't speak English, but he saw it [ ]."

"Rusty, what about you [ ]? Is Whipple's the only store in the area [ ]?"

"Yes, that's the worst of it [ ]. We have no place else to go so he's got us cornered [ ]. I went to the trading post day before yesterday to try to get some groceries on credit, because my fire fighting check hasn't come in yet [ ]. Mr. Whipple refused even a couple of cans of milk for our little boy [ ]. I've been a customer for years [ ]. He claimed that I still owed him twenty bucks, but I paid that last month [ ]."

"How did you pay him [ ]?"

"I wrote him a check [ ]."

"Have you gotten your bank statement back yet [ ]?"

"No [ ]."

"Rusty, yours seems to be a simple matter then [ ]. We'll phone the bank and tell them to send us the cancelled check in question [ ]. If Whipple endorsed and cashed that check then we've got the goods on him [ ]. A cancelled check is all the proof you need [ ]. Let me get on this right away and I'll see you tomorrow [ ]. Mr. Paul, come in and see me on Tuesday [ ]."

"So long then [ ]."

"Thanks, Mr. Freedman [ ]. See you Tuesday [ ]."

"I don't have much hope about this [ ]. That Sam can smile and lie at the same time [ ]. I wish I'd thought to ask him for a paper when I gave him the money [ ]. You're smart, Rusty, to have your checks [ ]. I don't even know what day that was when Joe and I went into town [ ]. But it was right before Betty went off to school [ ]."

ACTIVITES 8, 9, 10, 11

THE CASE OF EDWIN

Suggested Activity

Rationale

The Case of Edwin carries the activities of the previous activity modules to a more complex level. Students are assigned the task of organizing 174 individual sentence statements into logical order by placing them in sort cards. They are further instructed to organize more structured work groups to include two team leaders, two secretaries, and several group leaders. This material tests students' ability to organize more difficult content, to further discriminate fact from opinion, to set up a trial procedure for weighing and sorting evidence, and to create successful work groups to deal with specific tasks.

Before introducing the unit to students, it is strongly recommended that the teacher unpack the materials and lay them out on a work table in the manner they will be given to the students. Perceiving the unit in its entirety gives the teacher a better picture of the activities to come, and removes most reservations concerning the complexity of the materials.

The following packing list inventories the materials in an order closely corresponding to the order of their use.

1. Instructions--Part I. There should be one Instruction Sheet for each student participating in this activity. Do not try to use materials more than once.

2. Activity Description I. There should be one Activity Description for each student participating.

3. Envelope I. There should be ten envelopes for each class participating in this activity.

4. Case of Edwin. There should be one draft of The Case of Edwin for each student.

5. Activity Description II. There should be one Activity Description II for each student.

6. Correction Overlay. There should be two sets of overlays for each class participating in this activity.

7. Activity Description III. There should be one Activity Description III for each student.

8. Definition Sheets and Legal Brief Forms. There should be one Definition Sheet and one Legal Brief form for each student.

9. Final Evaluation. There should be one Final Evaluation form for each student.

The sentence pieces have been color-coded to aid in quick identification for groups having difficulty with the activity. Sentence statements which will be inserted in sort cards 1, 3, 5, etc., are printed on green card stock. Sentence statements which will be put in sort cards 2, 4, 6, etc., are printed on yellow card stock. If a group has a sort card with multi-colored inserts, this is an immediate indication that the group is making many mistakes and needs guidance.

Part I contains 22 sentence statements.

Part II contains 44 sentence statements.

Part III contains 60 sentence statements.

Part IV contains 25 sentence statements.

Part V contains 23 sentence statements.

Suggested Procedure

On the first day of class the Instruction Sheet was distributed to the students. Students read the Instructions and elected two group leaders as the suggestions prescribe. In some classes a volunteer secretary was chosen to record names on the blackboard and count the sealed ballots.

On the second day of class students divided into their two groups and the Council leaders distributed Activity Description I. After the groups had read the Description, they asked questions of the teacher about how to determine their confidence level and how to fill in the sort cards. The teacher told the class that they could work out the logistics for making decisions among themselves. The Council Leaders then chose their secretaries and the students were given Envelope I. In most instances placing the sentence pieces in the proper order took from three to five days. It was helpful to allow students to lay the pieces out on the floor or bring in work tables for the students to use. Generally, Council Leaders did not hold staff meetings until it became obvious that one group was moving ahead of another and that the staff would have to be shuffled. As students were involved in the sorting and organizing of the pieces, the teacher observed the color-coded sort cards to see which groups were experiencing the most success and which groups would require the greatest guidance. After three days, most groups discovered that the pieces were color-coded and this helped them shuffle the pieces more quickly and efficiently.

Days six and seven were usually spent correcting the organization of the sentence pieces and registering errors. The teacher told the class that as each error was discovered it was important to move the pieces to the correct slot for the follow-on activity.

Days eight and nine were spent marking the sentence pieces as fact or opinion. Each group of students was given a felt-tipped pencil so that the marking of the pieces would show clearly through the transparency.

On day ten the two teams manipulated the correction overlays and determined which team had completed the tasks with the greatest accuracy in the least time. The 'winning' team then chose whether they would defend or prosecute Edwin McClara. Group Leaders then distributed the Definition Sheets and Legal Brief Forms. Each student was told to outline the case that would go to 'court' for home study.

On the eleventh day each team finalized the legal brief which was submitted to the teacher for evaluation. In some cases the team secretaries took the legal brief to their typing classes for final draft and submitted the brief to the teacher later in the day.

On day twelve Edwin was tried. Many students wished that the trial procedure could be revised as they felt they were given insufficient time to present their arguments. When students felt strongly about the time issue the teacher allowed a follow-on day for arguments.

Many teachers followed the activities of The Case of Edwin with a general discussion of the materials and methods of the Project NECESSITIES unit on COMMUNICATION SKILLS. This served as an effective introduction to the Final Evaluation Form which students were asked to fill out during their own free time. Student responses to these forms will be available to interested readers in a report to be published shortly after the first of the year.

THE CASE OF EDWIN

INSTRUCTIONS - PART I

FOR THIS ACTIVITY YOU WILL BE A MEMBER OF THE RED OR WHITE COUNCIL

The Case of Edwin is based on an incident which took place at a boarding school in the Midwest. This story has been placed in this unit to help you understand the importance of seeing how issues are made up of many related parts. These parts need to be understood, organized, and evaluated before intelligent decisions can be made and actions can be taken.

As you are using this material you will find that many issues will need to be made clearer by talking to other Council members and convincing them of the rightness of your decision. You will find that as evidence is being organized and evaluated there will be many possible interpretations and that these possibilities will have to be resolved to the satisfaction of the majority of fellow Council members. You will have to organize and place sentence pieces carefully, in the best order you can, on the sort cards. You will have to really understand the difference between a fact and an opinion and have confidence in your understanding. You will have to elect your Council Leader carefully, since he will choose Council members, a Council Secretary, organize the Council into Committees, and manage Committee tasks. These will have to be people you trust and respect and whose decisions you will follow. If your

Council defends or prosecutes Edwin McClara, you will have to make predictions about your opponent's stand so that you can be prepared to answer their arguments effectively.

Your Council Leader will obtain the materials from your teacher. As you are performing the tasks set forth in your Activity Descriptions, the time it takes to complete work and the accuracy of your organization will be measured. If you complete work quickly but inaccurately, you will be penalized in the final evaluation. The team which accurately completes work in the least time will have the opportunity of choosing whether to defend or prosecute Edwin McClara in the final activity.

ELECTION OF TWO COUNCIL LEADERS

1. Nominate four of your classmates for the position of Red Council Leader.

2. Vote for one of the four candidates by sealed ballot. If no one receives a clear majority, have a run-off election between the top two.

3. Now nominate four candidates for the position of White Council Leader.

4. Follow the procedure in Number 2 above.

5. Flip a coin to determine which Council Leader will choose a member for his council first.

6. Then each leader will choose his Council, taking turns until all students belong to either the Red or White Council.

7. Each Council Leader now obtains Activity Description I and Envelope I and proceeds to follow the instructions.

ACTIVITY DESCRIPTION

To: Council Leader

Subject: Task Assignment (Give a copy to each Council Member and then read out loud.)

In Envelope I you will find all of the sentence pieces of an eleven-page case study. These have been put into five envelopes which correspond to the five parts of the story.

You will note that some envelopes contain more statements than others. Organization of sentences in envelopes with more statements will require more time and staff. It will be your job as Council Leader to shuffle students from group to group to get work completed in the least amount of time. It is your Council's task to:

1. Arrange the sentence statements from each of the five envelopes into the order in which they make the most sense, and insert the statements in order on the sort cards.

2. Arrange the five sets of sort cards into the order which makes the most sense for the story. In other words, Part I, Part II, Part III, Part IV and Part V.

You should not be willing to have your material evaluated until a majority, by vote of your council, is confident of 75% accuracy.

To help you complete these tasks follow these instructions carefully. It is your job as the Council Leader to: (1) Select a Council Secretary who is good at taking notes, keeping time schedules, and who can write legibly or type. (2) Organize your team into five groups. (3) Assign tasks to each group. (4) Move individuals from group to group to get work completed. (Keep an eye on the clock for the end of the period so you can close each day's activity.) (5) Call and run staff meetings as they are required and (6) have council vote to reach decisions.

By vote of your class you have, as Council Leader, become the most responsible person in the activity. You cannot be impeached or removed.

Now Begin:

(1) Select Council Secretary and inform him or her that it is the job of the Council Secretary to: (a) inform you as to how work is progressing; (b) record group times in completing tasks; (c) prepare the legal briefs in final draft; and (d) type (or write) the final evaluation.

(2) Select committees to begin work on putting the sentence pieces into order. Depending on the number of Council Members, you should put together three to five committee teams of three to four members each. If there are five committees, give each an envelope of sentence pieces and sentence sort cards. If you have fewer than five committees, give two or more envelopes with fewer pieces to one committee.

If you do this, make sure that the contents of one envelope are not mixed with contents of another - use a set of sentence sort cards for each envelope of sentence pieces.

Have each committee read and bring to order each sentence on the sort card from left to right (and top to bottom) in the way that makes most sense. Do this quickly at first until all pieces are in sort cards. Then you can rearrange more carefully.

(3) Hold a staff meeting before the end of each class so each group can report on progress and you can set the agenda for the next day.

(4) Have each committee write a brief description of what the material they have sorted is about and where they think it would appear in an actual story.

(5) Now rotate groups so that one group will read the material organized by another group and make corrections as they see fit.

(6) When more than half of your group is confident of 75% accuracy in your ordering, you will hand in a time sheet to your teacher, recording how much time it took you to complete the task.

(7) You will compare your organization of the material with the organization of the material in The Case of Edwin, printed on yellow paper. You will add one minute to your time sheet for every error over 20. You are allowed 20 errors; all other errors are a penalty, so make sure your work is as accurate as possible.

ACTIVITY DESCRIPTION II

To: Council Leader and Council Member

In the first envelope, you received instructions for an activity which you have now completed. You know how well you have done and the other team knows how well you have done. If you are ahead or behind you will have to work hard to finish this task as quickly and accurately as possible.

Your task is to: (1) Sort out the sentences in terms of fact and opinion. (2) Record your time. (3) Evaluate your work.

To help you complete these tasks follow these instructions carefully:

(1) Break into the five groups organized for your first task.

(2) Determine the number of sentences to be sorted in terms of fact and opinion by each group. Fact and opinion are designated in the following way.

If you feel the statement is a fact, leave it in the sort book untouched. If you feel the statement is an opinion, write "opinion" on the card in the upper right hand corner.

(3) In a staff meeting determine when your team is confident that your sentences are correctly labeled and have your Council Secretary record the time spent on this task with your teacher.

(4) Your teacher will give you an evaluation transparency which you will use to correct your sort cards. When you have determined the number of errors, add one minute for each error.

Now add up the total number of correct sentence answers and give the number to your teacher.

(5) The most successful team is the one which has the greatest number of correctly sorted sentences in the least amount of time. The most successful team may now choose whether to defend or prosecute Edwin McClara.

ACTIVITY DESCRIPTION III

To: Council Leader and Council Members

For this activity you will need a Legal Brief form and a Final Evaluation for each member of your group.

Distribute the Legal Briefs to each member of your team. Now perform the following tasks:

(1) Each group is to fill out the Legal Brief and list of interrogatories.

(2) Council Secretaries will submit Legal Briefs and interrogatories to your teacher for evaluation.

(3) Edwin McClara will be tried in the following way:

- (a) The prosecution will be given four minutes to present evidence.
- (b) The defense will be given four minutes to present evidence.
- (c) Both teams may argue the two presentations for the duration of the class. Only the evidence presented in the four minutes may be argued.

(4) The future of Edwin McClara will be decided by a show of hands.

This entire series of activities should take between 10 and 12 hours. Please fill out your Evaluation Forms and give them to your teacher. Any statement you make will be taken in strictest confidence and we assure you that what you say will be used to change material now and create new material in the future.

Thank you
Project NECESSITIES

THE CASE OF EDWIN

STORY PIECES

This material will be printed on yellow and green card stock--odd-numbered pages on green, and even-numbered pages on yellow.

Students will organize these pieces and place them in a sort card with slots provided for each piece. This organization will involve placing the pieces in the proper sequence.

PART 1

Edwin McClara is a junior at Cypress Indian School in Forked Tongue, Missouri. He is a Cherokee from Oklahoma. He is short with dark wavy hair and girls describe him as good looking. He stands straight and walks with an air of pride. He dresses in the fashion of many adolescents with tight trousers, black pointed loafers, and wild shirts. Students look up to him as a leader but he has difficulty with some students because he starts many arguments and usually wins. He is a straight "A" student. He is President of the Student Council. He attends tribal council meetings. He is a stomp dance leader.

During the summer before his senior year in high school, Edwin spent his time working in St. Louis. He worked as a stock boy in a large warehouse. There he made friends with a number of college students and other older boys. These boys had experiences to relate which were out of reach for a high school student. He had rarely been out of the state and had only been dating girls for a year. He had never had to worry about himself with his own age group at school and at home, but this was all new.

He tried to figure out some way of making a better impression on the older boys. He started to let his hair grow. In the two months he worked in St. Louis his hair grew down below his ears. At first he found it a bother, but as time went on he grew to like it.

When he went back home at the end of the summer all his friends commented on his new hair and many of the girls indicated how much they liked it. His parents made fun of him about his hair, but they never demanded that he cut it.

PART II

In September Edwin returned to boarding school. He had looked forward to taking up his old responsibilities and as he looked around the campus, nothing seemed to have changed very much. The overall appearance of the campus was still neat and the grass and trees seemed in good repair after a summer of rainless heat. The school may have looked like uniform army barracks to many of the students and visitors, but to Edwin it was the home he lived in ten of every twelve months for the past seven years, and it was the place where he had come to see himself as a success.

He went to the Instructional Aide's office and was told he could pick his own room. Edwin knew he was entitled to this privilege because of his good grades and his excellent conduct. The head matron had a surprised look on her face when she saw Edwin, but she gave him the keys to the room he requested and told him who two of his roommates would be. She then closed the door to her cage and mumbled how it was impossible to make any changes in kids when they go home for two months. Edwin let this comment go unnoticed. He had learned not to challenge statements from many people. Somehow it always created more trouble than it was worth.

He took the keys and found his room in Building 47. His new roommates were already unpacking. He knew both the boys in the room as they had been at school together before. Steve Hargum was a senior who played on the football and basketball teams and Mike Adams was Vice-President of the Student Council. This was a room which had all the earmarks of being a model for other students to imitate.

The three boys met with smiles and then silence fell on the room. Steve was the first to break the ice:

Steve: "Edwin, that hair is too much. What happened to your head?"

Edwin: "You know. The summer's long and I decided it was time for a change. You get tired of yourself if you don't make some changes."

Steve: "Sure, man, but that hair is going to cause trouble. I'm not sure your new thing is going to be worth it."

Mike: "Don't bug the guy. He's going to have enough trouble with the teachers around here. He's going to need all the help from us he can get."

Edwin: "I never thought about troubles, What do you mean?"

Mike: "That hair is against school rules. You know that. The dress and conduct code says, 'No extremes in dress will be tolerated."

Edwin: "This is not dress. It's my hair. Actually, cutting off hair is extreme. My hair is just doing what's natural, growing. Who can argue with nature?"

Steve: "It's a great line, but it won't work. People follow rules, natural and man-made. That natural stuff is too reasonable for any of these people."

The day wore on and the hair was forgotten as the boys arranged their room.

At dinner that night Edwin was the object of many comments. One girl, Peggie Dunn, walked by and said, "Hi, Edwina, I know a boy who is really interested in taking you to the dance." Edwin laughed and sat down with some of his friends. At the table most of the kids agreed they liked the hair and that it made Edwin look older.

PART III

On opening day many of the teachers commented on Edwin's hair and told him he had better cut it before classes as it was against school rules. Edwin usually laughed and said, "I think there are probably too many rules around this place anyway. I'll keep my hair. I think it suits me. Besides, my parents didn't tell me to cut it."

The school superintendent called together the orientation day activities with a brief prayer and introduced the new teachers and other staff. After the introductions were completed the superintendent left the students with this advice: "We have a busy and meaningful schedule for the year. If all of us work together as a team we can learn from our teachers and one another. Good luck this year and remember if you have any difficulties, you know you can come to me for advice."

After the ceremonies, students were given their "Administration Pamphlet" which included a collection of school songs, the schedule for football and basketball games, a vacation schedule, student roster, class assignments and the "Dress and Conduct Code." This Code was a joint effort of teachers and the Student Council and set guidelines for students to follow while on campus.

Edwin went through the pamphlet quickly. Usually he spent a lot of time looking over the class lists and seeing with whom he would be in class. Today he was only interested in the "Code." He found the copy quickly and eyed it suspiciously. He had worked on the Code last spring, but now he had forgotten most of the material inside.

Edwin looked over the cover. There was a multi-colored Indian design. The book never looked more threatening. He looked through the index and started finding items of interest: religion, smoking, health, leaving regulations, and Dress Code. He'd never thought of this before, but there were a lot of issues in this little book that raised legal questions. He had studied the Constitution as part of his U.S. History program and remembered some of the arguments about Church and State separation. How could a federal school require kids to go to church when kids in public schools weren't even allowed to pray? Why did parents have to fill out forms to get their children home?

These questions raced through Edwin's mind as he turned to the dress and conduct page and read the following:

As a student of Cypress High School, I pledge to uphold the student body Code of Conduct which I have read and understood.

Student's Signature

Date

A. Dress Standards for Boys

I. HAIR:

1. Keep hair neatly cut and combed. Crew cuts are most desirable and becoming. Maximum length: 3 inches on top, wings 1 1/2 inches, sides 1/4 inch, sideburns to middle of ear.

2. Hair should be clean without excessive oil or grease.

II. SHIRTS:

1. All shirts will be worn inside trousers except sport shirts with straight bottoms. No tying in knots.

2. Every button on the shirt should be fastened except the collar button.

3. Sleeves should be buttoned or neatly rolled.

4. Shirts should be clean, ironed and mended.

III. TROUSERS OR LEVIS:

1. Trousers or levis should be worn at waistline.

2. Levis should be clean, ironed, mended and with no splits up sides.

IV. SKIN:

1. Do not write or draw on the skin.

V. SHOES AND SOCKS:

1. Wear freshly laundered pair of socks each day.

2. Shoes should be cleaned and shined.

3. No metal cleats should be worn on shoes.

4. Boots are not acceptable for school or any school social activity. The Student Council has outlawed all Spanish-type boots. You may wear other style boots outside, while you are working in the shop and hiking. Dress shoes, not boots, are appropriate for dances, parties, church and classroom.

B. Dress Standards for Girls

I. HAIR:

1. Hair should be clean, neatly styled and combed. No extreme teasing.

2. No curlers or hair setting clips to be worn to school or any activity. Permission may be granted to wear curlers or clips after swimming class.

II. MAKE-UP:

1. No excessive use of eye shadow, mascara or eyebrow pencil.

2. If powder or other make-up is used, it should match the skin. Do not use white or light color.

3. Do not write or draw on the skin.

III. CLOTHING:

1. Dresses and skirts must cover the knee cap when standing.

2. All hems should be even and neatly put in.

3. Dresses and skirts must not be skin tight.

4. Use buttons or hooks to fasten your clothing, not safety pins.

IV. SHOES:

1. Clean anklets or footlets must be worn with shoes at all times.

2. Shoes should be clean and polished.

PART IV

Classes began on schedule the following Monday. Edwin had picked up his books and had already started outlining the chapters so he could get ahead in his assignments. He knew he was going to be busy with all his activities so he wanted a little protection against getting swamped with work at a time when the Council might be very busy.

On the first day of classes things seemed to go well. Teachers were friendly and there was no one telling him to go to the office. One teacher, Mr. Downes in the Math Department, made a joke and referred to Edwin as Miss McClairol, but that was the only incident.

Edwin returned to his room rather let down. He had really expected more to happen. In his room Steve and Mike were playing cards and talking about some of the new girls who had come to school. All three boys got into a conversation about one particularly attractive girl from Florida and just as their conversation was coming to an end there was a rap at the door.

Edwin arrived at the door to find a school messenger with an envelope in his hand. Edwin took the envelope and thanked the student. The envelope was addressed to Edwin and he saw the Superintendent's name and address in the upper left hand corner.

Edwin opened the letter slowly and read the contents out loud to Mike and Steve:

> "Dear Edwin, as you know, every society must have rules to direct and regulate the behavior of its members. As a society, our school also has such rules. Teachers have commented on your hair to me and asked what should be done. I have made the following decisions:
>
> 1. Because of your lack of wisdom, I have decided to remove you from your office on the Student Council. A man who cannot follow rules should not be allowed to take command.
>
> 2. You will be restricted to your room and not allowed to be readmitted to class until your locks are shorn.
>
> 3. You are no longer a dorm aide as you do not set an example others ought to follow.
>
> I have made this decision knowing that you will comply with my wishes. You have violated a school rule and you must be punished. You have an opportunity to be reinstated as a leader and student when you have shown yourself to be man enough to do what is right."

PART V

The room was silent as Edwin finished reading the letter. He looked at Steve and Mike and walked over to his bed and sat down.

He tossed the letter on the floor and tossed back his head: "Damn, I like that. He tells me to be man enough to come around to his way of thinking when he has a bunch of teachers working for him who don't even have the courage to walk up to me as a man." He walked over to the corner and threw his glass in the sink. The shattering sound made Mike nervous and he got up and started walking around the room.

Mike finally spoke up and said: "What are you going to do? Does the hair mean all that much to you?"

Edwin: "I'm not sure the hair has to mean anything to me. Now there is a principle involved. I don't think they have a right to bounce me. I was there when the rules in the dress and conduct code were rammed through the Student Council. You know that fink in the Music Department who brought us the code and told us we didn't have to worry. He said all the Indian Schools had rules like this and it didn't matter. It gave the community a better impression of what was going on at the school. Now I remember. He said kids in the school would find it easier to get jobs if we passed this phoney Code. Just look at this Code. Girls' dresses below the knee, boys' sideburns to the middle of the ear, girls have to wear socks or anklets. Steve, your hair is too long for this Code. And Miss Simmons in the History Department, my word, her dresses are half a foot above the knee. I've had it. I'm going to fight this kind of thing. They're making a sucker out of me and I won't have it.

Edwin McClara is a junior at Cypress Indian School in Forked Tongue, Missouri.

He is a Cherokee from Oklahoma.

He is short with dark wavy hair and girls describe him as good looking.

He stands straight and walks with an air of pride.

He dresses in the fashion of many adolescents with tight trousers, black pointed loafers, and wild shirts.

Students look up to him as a leader but he has difficulty with some students because he starts many arguments and usually wins.

He is a straight "A" student.

He is President of Student Council.

He attends tribal council meetings.

He is a stomp dance leader.

During the summer before his senior year in high school, Edwin spent his time working in St. Louis.

He worked as a stock boy in a large warehouse.

There he made friends with a number of college students and other older boys.

These boys had experiences to relate which were out of reach for a high school student.

He had rarely been out of the state and he had only been dating girls for a year.	He had never had to worry about himself with his own age group at school and at home, but this was all new.
He tried to figure out some way of making a better impression on the older boys.	He started to let his hair grow.
In the two months he worked in St. Louis, his hair grew down below his ears.	At first he found it a bother but as time went on he grew to like it.
When he went back home at the end of the summer, all his friends commented on his new hair and many of the girls indicated how much they liked it.	His parents made fun of him about his hair, but they never demanded that he cut it.
In September Edwin returned to boarding school.	He had looked forward to taking up his old responsibilities and as he looked around the campus, nothing seemed to have changed very much.
The overall appearance of the campus was still neat and the grass and trees seemed in good repair after a summer of rainless heat.	The school may have looked like uniform army barracks to many of the students and visitors, but to Edwin it was the home he lived in ten of every twelve months for the past seven years, and it was the place where he had come to see himself as a success.
He went to the Instructional Aide's office and was told he could pick his own room.	Edwin knew he was entitled to this privilege because of his good grades and his excellent conduct.

The head matron had a surprised look on her face when she saw Edwin, but she gave him the keys to the room he requested and told him who two of his roommates would be.

She then closed the door to her cage and mumbled how it was impossible to make any changes in kids when they go home for two months.

Edwin let this comment go unnoticed.

He had learned not to challenge statements from many people.

Somehow it always created more trouble than it was worth.

He took his keys and found his room in Building 47.

His new roommates were already unpacking.

He knew both the boys in the room as they had been at school together the year before.

Steve Hargum was a senior who played on the football and basketball teams and Mike Adams was Vice-President of the Student Council.

This was a room which had all the earmarks of being a model for other students to imitate.

The three boys met with smiles and then silence fell on the room.

Steve was the first to break the ice:

"Edwin, that hair is too much.

What happened to your head?"

"You know, the summer's long and I decided it was time for a change.

You get tired of yourself if you don't make some changes."

"Sure, man, but that hair is going to cause trouble.

I'm not sure your new thing is going to be worth it."

"Don't bug the guy.

He's going to have enough trouble with the teachers around here.

He's going to need all the help from us he can get."

"I never thought about troubles, What do you mean?"

"That hair is against school rules.

You know that.

The dress and conduct code says 'no extremes in dress will be tolerated.'"

"This is not dress.

It's my hair.

Actually, cutting off the hair is extreme.

My hair is just doing what's natural, growing.

Who can argue with nature?"

"It's a great line but it won't work.

People follow rules, natural and man-made.

That natural stuff is too reasonable for any of these people."

The day wore on and the hair was forgotten as the boys arranged their room.

At dinner that night Edwin was the object of many comments.

One girl, Peggie Dunn, walked by and said, "Hi, Edwina, I know a boy who is really interested in taking you to the dance."

Edwin laughed and sat down with some of his friends.

At the table most of the kids agreed they liked the hair and that it made Edwin look older.

On opening day many of the teachers commented on Edwin's hair and told him he had better cut it before classes as it was against school rules.

Edwin usually laughed and said, "I think there are probably too many rules around this place anyway.

I'll keep my hair.

I think it suits me.

Besides, my parents didn't tell me I had to cut it.

The school superintendent called together the orientation day activities with a brief prayer and introduced the new teachers and other staff.

After the introductions were completed the superintendent left the students with this advice: "We have a busy and meaningful schedule for the year.

If all of us work together as a team we can learn from our teachers and one another.

Good luck this year and remember if you have any difficulties you know you can come to me for advice."

After the ceremonies, students were given their "Administration Pamphlet" which included a collection of school songs, the schedule for football and basketball games, a vacation schedule, student roster, class assignments and the "Dress and Conduct Code."

This code was a joint effort of teachers and the Student Council and set guidelines for students to follow while on campus.

Edwin went through the pamphlet quickly.

Usually he spent a lot of time looking over the class lists and seeing with whom he would be in class.

Today he was only interested in the "Code."

He had worked on the Code last spring but now he had forgotten most of the material inside.

He found the copy quickly and eyed it suspiciously.

Edwin looked at the cover.

There was a multi-colored Indian design.

The book never looked more threatening.

He looked through the index and started finding items of interest: religion, smoking, health, leaving regulations, and Dress Code.

He'd never thought of this before but there were a lot of issues in this little book that raised legal questions.

He had studied the Constitution as part of his U.S. History program and remembered some of the arguments about Church and State separation.

How could a federal school require kids to go to church when kids in public school weren't even allowed to pray?

Why did parents have to fill out forms to get their children home?

These questions raced through Edwin's mind as he turned to the dress and conduct page and read the following:

AS A STUDENT OF CYPRESS HIGH SCHOOL, I PLEDGE TO UPHOLD THE STUDENT BODY CODE OF CONDUCT WHICH I HAVE READ AND UNDERSTOOD.

Student's signature

Date

A. Dress Standards for Boys

I. HAIR: 1. Keep hair neatly cut and combed.

Crew cuts are most desirable and becoming.

Maximum length: 3 inches on top, wings 1 1/2 inches, sides 1/4 inch, sideburns to middle of ear.

2. Hair should be clean without excessive oil or grease.

II. SHIRTS: 1. All shirts will be worn inside trousers except sport shirts with straight bottoms. No tying in knots.

2. Every button on the shirt should be fastened except the collar button.

3. Sleeves should be buttoned or neatly rolled.

4. Shirts should be clean, ironed and mended.

III. TROUSERS OR LEVIS: 1. Trousers or levis should be worn at waistline.

2. Levis should be clean, ironed, mended and with no splits up sides.

IV. SKIN: 1. Do not write or draw on the skin.

V. SHOES AND SOCKS: 1. Wear a freshly laundered pair of socks each day.

2. Shoes should be cleaned and shined.

3. No metal cleats should be worn on shoes.

4. Boots are not acceptable for school or any school social activity.

The Student Council has outlawed all Spanish-type boots.

You may wear other style boots outside, while you are working, in the shop, and hiking.

Dress shoes, not boots, are appropriate for dances, parties, church and classroom.

I. HAIR: 1. Hair should be clean, neatly styled and combed.

2. No curlers or hair setting clips to be worn to school or any activity.

II. MAKE-UP: 1. No excessive use of eye-shadow, mascara or eyebrow pencil.

Do not use white or light color.

III. CLOTHING: 1. Dresses and skirts must cover the knee cap when standing.

3. Dresses and skirts must not be skin tight.

B. Dress Standards for Girls

No extreme teasing.

Permission may be granted to wear curlers or clips after swimming class.

2. If powder or other make-up is used, it should match the skin.

3. Do not write or draw on the skin.

2. All hems should be even and neatly put in.

4. Use buttons or hooks to fasten your clothing, not safety pins.

IV. SHOES: 1. Clean anklets or footlets must be worn with shoes at all times.

2. Shoes should be clean and polished.

Classes began on schedule the following Monday.

Edwin had picked up his books and had already started outlining the chapters so he could get ahead in his assignments.

He knew he was going to be busy with all his activities so he wanted a little protection against getting swamped with work at a time when the Council might be very busy.

On the first day of classes things seemed to go well.

Teachers were friendly and there was no one telling him to go to the office.

One teacher, Mr. Downes, in the Math Department, made a joke and referred to Edwin as Miss McClairol but that was the only incident.

Edwin returned to his room rather let down.

He had really expected more to happen.

In his room Steve and Mike were playing cards and talking about some of the new girls who had come to school.

All three boys got into a conversation about one particularly attractive girl from Florida and just as their conversation was coming to an end there was a rap at the door.

Edwin arrived at the door to find a school messenger with an envelope in his hand.

Edwin took the envelope and thanked the student.

The envelope was addressed to Edwin and he saw the Superintendent's name and address in the upper left hand corner.

Edwin opened the letter slowly and read the contents out loud to Mike and Steve:

"Dear Edwin, as you know, every society must have rules to direct and regulate the behavior of its members.

As a society, our school also has such rules.

Teachers have commented on your hair to me and asked what should be done.

I have made the following decisions:

1. Because of your lack of wisdom, I have decided to remove you from your office on the Student Council.

A man who cannot follow rules should not be allowed to take command.

2. You will be restricted to your room and not allowed to be readmitted to class until your locks are shorn.

3. You are no longer a dorm aide as you do not set an example others ought to follow.

I have made this decision knowing that you will comply with my wishes.

You have violated a school rule and you must be punished.

You have an opportunity to be reinstated as a leader and student when you have shown yourself to be man enough to do what is right."

The room was silent as Edwin finished reading the letter.

He looked at Steve and Mike and walked over to his bed and sat down.

He tells me to be man enough to come around to his way of thinking when he has a bunch of teachers working for him who don't even have the courage to walk up to me as a man."

The shattering sound made Mike nervous and he got up and started walking around the room.

Does the hair mean all that much to you?"

Now there is a principle involved.

I was there when the rules in the dress and conduct code were rammed through the Student Council.

He said all the Indian Schools had rules like this and it didn't matter.

He tossed the letter on the floor and tossed back his head: "Damn, I like that.

He walked over to the corner and threw his glass in the sink.

Mike finally spoke up and said: "What are you going to do?

"I'm not sure the hair has to mean anything to me.

I don't think they have a right to bounce me.

You know that fink in the Music Department who brought us the code and told us we didn't have to worry.

It gave the community a better impression of what was going on at the school.

Now I remember. He said kids in the school would find it easier to get jobs if we passed this phoney Code.	Just look at this Code.
Girls' dresses below the knee, boys' sideburns to the middle of the ear, girls have to wear socks or anklets.	Steve, your hair is too long for this Code.
And Miss Simmons in the History Department. My word, her dresses are half-a-foot above the knee.	I've had it.
I'm going to fight this kind of thing.	They're making a sucker out of me and I won't have it."

SORT CARD

THE CASE OF EDWIN

*	*
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This card is to be used to sort The Case of Edwin sentence pieces. Place pieces on this side of the card in slots marked by the asterisks. Use the slots on the reverse side in the same format. This card will hold 24 pieces.

LEGAL BRIEF:

Edwin McClara vs. Cypress Indian School

Litigation concerning:

1. insubordination
2. defiance
3. irresponsible behavior

Interrogatories:

1. How would you describe the defendant, one Edwin McClara? Include physical characteristics, position, responsibilities.

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2. What specific incident led to this litigation?

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3. What are the issues involved in this litigation?

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#3 continued: ____

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4. How will you defend or prosecute the defendant? List the evidence you will use and give examples of arguments you will make. Outline your case clearly.

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Signed: ______________________

Underline one: Counsel for the defense
Counsel for the prosecution.

DEFINITION SHEET

Brief:	A position paper, usually written in essay form, in which an attorney outlines his case. This paper is submitted to the judge at the time of a trial and jury members may read this document if they wish.
Litigation:	Any legal proceeding in which claims are being made or disputes settled.
Insubordination:	Acting against the orders of your superiors. Breaking rules or regulations set down by an authority. Undermining the authority of a superior officer.
Interrogatories:	Questions. List of questions required by attorneys of people involved in litigation.
Defendant:	The person being accused of a crime. The person who must defend himself.
vs.:	Versus, against.
Counsel:	The attorney or lawyer.
Prosecution	District attorney or other lawyer who is making accusation. The party doing the accusing.
Evidence:	Facts of the dispute.

ACTIVITIES 12, 13, 14

COMMUNICATION GAME

Classroom Narrative:

The following activity was designed to synthesize all of the foregoing material in this unit. Students were asked to play roles and match their prescribed character descriptions with recommended alternatives. In addition, the teacher took the role of school Superintendent and joined the game.

When students had chosen a specific recommendation in keeping with their role description, they were asked to marshal the most persuasive arguments they could, using statements both of fact and opinion to sway the Superintendent's final decision in the case. Students kept the content of their role descriptions to themselves. The success of students in this activity, coupled with the results on the post-test, formed the basis for a final evaluation of student performance in this unit.

This material and activity took at least four classroom sessions.

On the first day, the teacher asked seven students to read aloud "The Drinking Party" as the rest of the class followed the story in their individual copies. The class then had a brief discussion about the story and agreed on some changes to make it more realistic.

On the second day, the teacher distributed the instructions for role-playing. The role-play determines how each group of students will probably respond to the situation created by "The Drinking Party." Students read the instructions aloud and questions they raised were answered. (It was found that teachers who attempted to play the game with friends before class had the most success answering questions and clarifying the intent and the method of the game.) Each student then read his character description and considered which Recommendation Alternative best fit his role.

On the third day, the five groups met and reached a decision as to which Recommendation Alternative they agreed on. The decision of each group was recorded on the blackboard. Then the class voted by ballot on: 1) which of the five alternatives they thought the Superintendent ought to choose based on their role, 2) which of the five alternatives he was likely to choose, and 3) which alternative he should choose based on their own personal (non-role) point of view. The Superintendent then read his personal decision after the voting had taken place.

On the fourth day, the following questions were considered and discussed:

1. What evidence did you use? How did you decide to use this evidence in defending the position you chose?

2. What argument was most effective in your group?

3. How could you have been more persuasive?

4. How can people defend themselves against someone else's viewpoint?

5. Did other members in your group openly use their character descriptions in trying to influence the group?

6. How is the second ballot different from the first? Did the Superintendent's decision affect the second ballot? How?

7. What do you think would really happen to the students in this situation?

8. As a group, determine the strongest arguments which support the students and the strongest arguments which support the teacher who discovered them and the administrators.

COMMUNICATION GAME

THE DRINKING PARTY

The Story:

On a Saturday afternoon, a teacher walking by a field about half a mile from the boarding school where she taught heard a loud commotion and noisy laughter. She walked toward the field to investigate and came upon a group of eleven students, aged sixteen to twenty. There were six boys and five girls. Two of the boys held liquor bottles, almost empty, in their hands. One boy threw his bottle out of sight when the teacher came into view, but not before she had seen him with it. A boy and a girl in the group were kissing; the girl was already under suspicion, as yet unproven, of misbehavior with boys from the school. The teacher, who was known to be very religious and also very strict, was obviously deeply shocked. Most of the students, at first greatly alarmed by her presence, broke into laughter, which they tried unsuccessfully to control. The teacher believed that all the students joined in the raucous laughter, which she took as further evidence that all had been drinking. She recognized one of the boys as having gone AWOL two days before, which suggested to her that the meeting in the field was prearranged.

On Monday, the school administrators met with the teacher to consider the appropriate punishment for the disobedient students. Although two of the boys and three of the girls had no previous record of misbehavior, the others had received many periods of detention for past offenses. The teacher argued that all had deliberately taken part in an offense clearly punishable by suspension and had compounded their misbehavior by their disrespectful laughter. Not to punish all, she maintained, would seriously damage her prestige among the students, as well as that of all the teachers and persons of authority in the school.

The offending students were summoned to the office. Each one gave a slightly different story of what had happened. The boy who had been seen throwing away the liquor bottle argued that it had in fact been a bottle of soda pop. He shrugged his shoulders when asked why he had thrown it away if it was only a pop bottle. The boy who had gone AWOL admitted he had done so, and said that he was walking back to turn himself in when he came upon the group of ten in the field. Two of the boys denied having been drinking, with apparent sincerity, but remained silent when asked whether drinking had gone on at the party.

The boy who had held on to his liquor bottle while the teacher confronted him freely admitted having been drinking, and claimed he was the only one in the group to have done so. He denied having seen any other liquor bottle, and shrugged his shoulders and grinned when asked how he had single-handedly drunk almost an entire quart of bourbon whiskey. On being questioned, he said that the liquor had been given to him by a friend, whose name he had forgotten. The sixth boy said that he had been walking along nearby when he heard the sounds of the party, and had just walked up and sat down when the teacher arrived. The other students sat in tight-lipped silence as he said this, but refused to contradict him; this student, who was generally considered a goody-goody, had no history of misbehavior.

The five girls also responded variously to questioning. The girl who had been embracing the boy said with apparent emotion that he was her boyfriend and that they had a right to be kissing. The boy she identified would not comment on what she had said. She denied having been drinking, however, and said that she had not laughed at the teacher. The four other girls also said that they had neither drunk liquor nor laughed at the teacher, and several of the boys nodded in agreement. The teacher, at this point clearly disturbed and angry at the denial of her account, remarked that the stories of several of the students sounded as though they had been agreed upon in advance. Failure to punish the students severely, she said, would be to reward them for their lying. The administrators, who had asked questions and commented only occasionally, told the students to remain silent at desks in an adjoining room while they considered what punishment was appropriate.

As they did so, a guidance counselor knocked on the administrators' door and entered the room. This counselor, known for supporting students in difficulty with authorities, said that he had heard of the proceedings against the students and wished to add his comments. The students' statements were summarized for him. He argued heatedly that only those students with records of serious offenses should be punished with anything more than additional work periods; of those students, he suggested with obvious reluctance, the boy who had lied about his "soda pop" bottle should be suspended to teach him a lesson. He argued that student morale would be greatly damaged by a mass trial. In particular, suspending all the students would be upsetting to their classmates, and to the dormitory aides and other guidance counselors as well. The administrators received his suggestions with barely concealed irritation, and thanked him for his comments, which would, they said, be taken into account in their decision. The guidance counselor then left the room obviously upset. A few minutes later, one of the administrators entered the room where the students were silently waiting. He informed them that no final decision would be reached until there was an opportunity to discuss the matter fully with the school Superintendent.

The next day five different groups on the campus could talk of little else besides the drinking party episode. Those groups included 1) students, 2) administrators, 3) instructional aides, 4) teachers, and 5) guidance counselors.

COMMUNICATION GAME

THE DRINKING PARTY

Instructions:

You will now become a member of one of the five groups mentioned at the end of the story. Your teacher is playing the role of school Superintendent. You may invite him to come discuss the matter with your group in an attempt to influence his final decision. He has asked for the opinion of each of the groups, and expects you to submit a recommendation in writing before he decides.

The activity you are about to take part in has been designed to show how some of the principles of communication you have been studying over the past five weeks may be used. You should evaluate yourself on how you use evidence (both fact and opinion) to persuade other members of your group as it tries to reach a recommendation for the Superintendent.

On the last sheet of this material is a character description of the role you will assume. What people think and how they feel makes them act differently in different situations. The character description for your role will help you decide how to think about "The Drinking Party."

In the case of teachers, for example, decisions are influenced by the desire for approval from students, fellow teachers, the principal and themselves.

Each player in this game has a brief description of what he thinks, feels, and does. Each description is different. One teacher may be most concerned about being accepted by other teachers, while another is most affected by the principal's opinion of him.

(1) Re-read "The Drinking Party." Now read your character description carefully and also the Recommendation Alternatives which immediately follow these instructions.

(2) Make a tentative decision as to which Recommendation Alternative most accurately fits what your role suggests. You must choose a response which is related to the person in the description. Remember you are playing a role. Don't think about what you would do in this situation, think about what the person who has been described would do.

(3) Now spend a few minutes thinking about the kind of evidence you would use to persuade others that your response is correct. How would you try to win an argument and persuade others of your position? What facts would you use? What opinions?

(4) When you have chosen a Recommendation Alternative join the other people in your group. The class will now be divided into groups--guidance counselors, administrators, teachers, etc.--and the groups should space themselves appropriately around the classroom.

(5) Now that you have worked out your individual response, your whole group will take a position. You should try to persuade your group to reach the decision you chose. Your group has fifteen minutes to reach a conclusion and write a response. You can use one of the Recommendation Alternatives as it is written or change it. You have very little time to persuade your group so make your arguments as brief and clear as you can. Your group must make a decision by majority vote. Every member must agree to support that position.

(6) The recommendations of each of the five groups will now be written on the blackboard or overhead projector for the Superintendent. They will be numbered and the group which made each one will be indicated. Now you will vote on paper for the recommendation you think the Superintendent ought to follow, and the recommendation you think he will probably follow, and the one you would choose from your own personal point of view.

(7) The Superintendent will now read his decision, prepared before the voting.

(8) Consider and discuss the following questions:

1. How did you decide to use evidence in defending the position you chose? What evidence did you use?
2. What argument was most effective in your group? What use of fact and opinion did the argument make?
3. How could you have been more persuasive?
4. How can people defend themselves against other people's viewpoints?
5. How did other members in your group disclose their character descriptions so that you knew how to deal with them?
6. How did the second ballot differ from the first? Did the Superintendent's decision affect the second ballot? How?
7. What do you think would really happen to the students in this situation?
8. As a group, determine the strongest arguments which support the students and the strongest arguments which support the teacher who discovered them and the administrators.

RECOMMENDATION ALTERNATIVES

From the following list, choose that recommendation which most accurately reflects the personality of the person you are playing in this game, as influenced by discussion in your group.

1. To help maintain the authority of teachers and administrators, all of the students should be immediately expelled. We cannot have the teacher and school being made fun of.

2. Realizing that we will be putting the Superintendent in a difficult position, let's send a letter to parents asking if it would be o.k. to suspend the students.

3. The school has done pretty well by most of its students. A few rotten apples can spoil the whole barrel, however. Single out the worst in the bunch and suspend them.

4. We can't act without evidence. It's too important. Unless the teacher makes a clear presentation of factual evidence, the charges against all of the students should be dropped.

5. I say we should stand up and support these students. I think they were breaking the rules to show how unhappy they are. We should work to change the rules so that things will be a little more livable around here.

6. I've had it with the way people run this place. I think all of us ought to form a union and go on strike. Maybe then we'd get some changes.

7. Let's put this whole thing in perspective. Obviously we have to have rules and some of the rules have been broken. We ought to look at the evidence more carefully and give the students a fair trial where they are granted a decision after due process of law.

8. Some of those kids were in my dorm and they have made my life miserable. The sooner you get rid of them the better.

9. I'm fed up with the whole mess. I'm taking off. I can't stand this place another second. I don't care whether they let me back in or not. I wouldn't stay here on a bet.

10. Some of those kids are o.k. You shouldn't single the whole bunch out for a mass trial. Look at the merits and weaknesses of each student and make individual decisions.

11. This is the first time some of these students have been in trouble. We shouldn't punish them for a first offense. It wouldn't be fair.

(Man or Woman)

ADMINISTRATOR CHARACTER DESCRIPTION

You have been an administrator in this school for two years. You are greatly disturbed by the inadequacies of the school, and by the lack of a clearly defined chain of command in the system. You have decided that you might as well use that lack of definition to take the risk of trying to improve the school significantly.

The students tend to consider you their ally, which pleases you greatly. You have the feeling that you may actually be improving education in the school by your actions, and this is very important to you personally. You are uncertain how your supervisors will respond when they become aware of your actions and policies. You are happy, however, to stay in this school and improve it, and simply want to be sure that you will not be removed. There seems little likelihood of that. Despite the frustrations, you consider yourself happy in your job.

(Woman)

TEACHER CHARACTER DESCRIPTION

You are twenty-four years old, and graduated two years ago from a Midwestern girls' college, where you majored in education. You plan eventually to marry and live in a city. For now, however, you want to do something socially useful. You considered the Indians to be a down-trodden group receiving insufficient public attention, and you decided it was the least you could do to spend a couple of years teaching on a reservation. Now, however, you find the job really exciting, and plan to stay on for two or three more years--partly because your old boyfriend in the city found a new girl and is engaged.

You are really fond of your kids, and feel they are much brighter than the other teachers seem to think. You have been letting them do creative drama and writing in their English class and taking them for long walks outside, innovations which disturb the administrators somewhat and anger the other teachers. You think that your first job is to "turn the kids on" to school and learning, and in that you have succeeded. As a result, you think, your kids have been learning more than the students of teachers much older and more experienced than you. The kids really like you, which gives you great pleasure, and you feel that you are being really useful to your country and your fellow citizens. You couldn't care less what the administrators and the other teachers think of you. In fact, you look at them almost as enemies, and they sense this. In disputes between children and staff members, you invariably side with the student.

(Man or Woman)

TEACHER CHARACTER DESCRIPTION

You have been teaching in this school system for almost thirty years, ever since you graduated from the state university of this state. Although your tenure makes your dismissal highly unlikely, you are extremely dependent on your superiors' approval. This is in part because the turnover rate for teachers in the school is high, while the administrator turnover rate is much lower. You do not really enjoy your work. You think that the children are lazy and stupid, and find yourself thinking that this is true of all Indian children.

You think that it is a waste of effort trying to teach them academic subjects when they are unable to speak even good English. You are disturbed by the reports of drinking and immorality among the students, and believe that your first duty should be to teach the students the importance of discipline, obedience to constituted authority, and good citizenship, which in your opinion go together. The fact that your pupils do not seem to like you, and misbehave in class, convinces you of this. You care about the opinions of your fellow teachers only when they agree with your own. You are not critical of the school system or of your school's administration, except when they seem determined to "shake things up"; generally, you feel that an attack on them is also an attack on you. You consider your job an unpleasant burden to be borne until retirement, a few years from now.

(Man or Woman)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

You have been an instructional aide for ten years. Before employment, you completed the eleventh grade, You are married and have four children between the ages of four and nine.

You have found it extremely difficult to win the students' trust or affection because you believe that they should experience the same hardships you endured in your youth, so they will learn respect for their elders and appreciation for what is given them. You feel that students take too much for granted; in particular, you believe that they impose on your free time. You feel that the students have no consideration of the fact that you have a family and a personal life apart from your job.

You have also had some disagreements with the administration because of your outspoken criticism of the poor conditions in the dormitories and of the excessive work required of instructional aides. You have often stated that this work load prevents aides from working closely with the youngsters. Other instructional aides tend to look upon you as their spokesman and leader.

Your own children have benefited from the traditional Indian child-rearing philosophy to which you have held. They respect you, which means, in your opinion, that your philosophy is correct. You find it difficult to accept any other approach to child-rearing for Indian youngsters.

(Man)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

You have been an instructional aide for three years, since you dropped out of your freshman year in college. You are torn between your desire for the approval of your superiors, the guidance counselors and administrators--and your peers, the other instructional aides.

You feel a great responsibility to your wife and baby to try to advance yourself with salary increases, and tend therefore to support the administrators' decisions publicly, while privately disagreeing. The other instructional aides consider you a tool of the administrators, and resent your willingness to work what they consider excessively long hours. On the one hand you feel that their grievances are justified; on the other hand, you feel that the road to eventual success in life is to work with and imitate white men. You are not particularly well liked by the students, who do not feel that you are really "on their side." This is not of great importance to you, however. In general, you are frustrated and unhappy in your job, but you know of no other job you can get at this time.

TEACHER CHARACTER DESCRIPTION

You are now thirty years old, and have been teaching in the school for a year, after six years in another school. You got married while still in college, and found yourself unable to get a job teaching in a state school in the city after you graduated, so you entered the Bureau education system. You feel that it was a comedown to have to move with your wife to a reservation area, because of the geographic remoteness and because the only thing you had ever heard about Bureau schools was that they were "no good," mostly from people who knew nothing about them.

When you are in the East, visiting your parents and in-laws, you still run into the same reaction, and you sometimes find it hard to keep your temper. You do feel defensive, however, because you would rather be living in a prosperous suburb with your wife and your child, who is now two years old. You want to feel that your job is exciting and dynamic, even if you don't like it wholeheartedly. Although you admit it only in moments of depression, you don't much care that your students don't seem to be learning very much from you. What really matters to you is that the other teachers look up to you as a leader when it comes to demanding better textbooks and facilities, more instructional aides, and a free hand in both instruction and discipline. You think that the guidance counselors and dorm aides are usually too soft on the kids, and the administrators don't back you up enough. You are glad that they think you're too assertive.

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(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You are extremely upset at the heavy work load on the guidance counselors in the school. In your previous job, which you left two years ago, your pupil load was far lighter. You hope to organize the other guidance counselors to demand an easing of the case load. Your greatest interest is in this effort, for you find the job unrewarding and the struggle with the administration emotionally very wearing. You try to be helpful and sympathetic to the students' needs, and they have responded well. You feel that your success with the students will help you to bring about changes in the counseling structure of the school.

The teachers, while few of them get along with you personally, recognize the desirability of an increase in the number of counselors. They are, however, well aware of the students' ability to play off teachers against counselors, and are fearful that improvement in the counselors' status may make their job even more difficult. Despite these tensions, the support given you by the other guidance counselors makes you feel it is worth continuing in the job.

(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You are generally happy with your job, despite the heavy work load. You find great personal satisfaction in being able to help the students, and do not wish to impose your own ideas as to career or way of life. You prefer to be a sympathetic helper, willing to listen to students' problems and assist them in devising their own solutions. You are well liked and trusted by the students. Your success with the students has aroused the resentment of other guidance counselors, as has your disregard of the other counselors' opinion of you. The school administration is aware of your popularity with the students, and recognizes its value, but fears that you may automatically tend to ally yourself with the student in difficulties with a teacher or administrator, without ever bothering to learn the other side of the story. You have been told of this uncertainty about you, but as long as you feel you will not be removed from your position, you are unconcerned about the criticism.

(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You became a guidance counselor in this school with a kind of "missionary zeal" to help Indians, about whose condition you were concerned.

You believe firmly that the solution to the problems of the American Indian is the assimilation of the Indian population into the broader American society. In your discussions with students, you emphasize the desirability of completing high school, going on to college, and then leaving the reservation. You do not care in the slightest what the other guidance counselors think of your approach. You have not been received enthusiastically by the students, who often seem to feel you are interfering in their private affairs. You are certain, however, that in the long run you are doing the students good by presenting them with this alternative to life on the reservation. You are eager for the approval of your supervisors, so that your ideas may be incorporated into school policy.

(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You have been a guidance counselor in this school for three years. You are bitter at having been assigned to this remote school, and at being responsible for some 100 students. Your hope is to please your superiors enough to be reassigned eventually to a school more to your liking.

You find the Indian children on the whole reluctant to talk about themselves, in contrast to the children at a school where you worked formerly. You are frustrated by your work, and realize that your hostility toward the job has made you ineffective as a counselor of students. You look to your fellow guidance counselors for support, to confirm you in your hope that it is the job situation, and not you yourself, that is to be blamed.

(Man or Woman)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

You have been employed as an instructional aide for two years. You graduated from high school eight years ago, and are single. After graduation, you worked as a teacher aide for six years. You have in general a good relationship with the students, largely because you are willing to spend many hours of your free time with them. You also sometimes take students to your home on weekends. Because the students seem to favor you over other instructional aides, you are not particularly popular with your peers. This does not, however, disturb you.

The administrators frown on students' weekend visits to your house, but you have no intention of putting an end to them. You often wonder why you stay in your present position. You do not find it exciting, and you feel that life is somehow passing you by. You are not even satisfied with your performance in your job, but you have a great need for support and approval, especially from the students.

(Man or Woman)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

As an instructional aide in this school for over twenty-five years, you have become accustomed to the changes in personnel that go on around you. Over the years you have developed a sense of identity with the system. This makes you take the administrators' side on most issues, even though you feel strongly that you know what is best for the students.

For instance, you defend the present restrictions on students leaving the campus because you feel that only in this way can the school be sure it is fulfilling its duties to the students and to their parents.

The students get along with you fairly well, as do the other instructional aides, but they don't really respect you or listen to your advice. This doesn't particularly bother you, because you have enough outside interests to reward you, and your retirement is approaching. For these reasons as well, you have no desire to rock the boat by placing yourself at odds with the administrators.

(Boy)

STUDENT CHARACTER DESCRIPTION

You didn't get along well with your parents when you lived at home because it was more important to you to be part of a circle of friends than to listen to every word they said about what you should and shouldn't do. In general, you are a rebel against authority, whether it is your father, your teacher, or your principal. You are very popular in the school because of your ability as the quarterback of the school's football team. You enjoy sports, but most of all it pleases you to be as influential in the school student body as you are. You have tried to use your popularity to organize students to protest against some of the restrictions and against the work details. This has made you very unpopular with your teachers and with the school administration, but that has only increased your influence over other students. You probably won't go on to college because it doesn't interest you, but you won't drop out of school either, because you're really enjoying yourself. The school has tried to talk to your parents about you, in the hope that they could make you less of a troublemaker. Your parents sided with the school authorities, but that didn't trouble you.

STUDENT CHARACTER DESCRIPTION

You are not the brightest girl in your class by any means, but you are hardworking, cooperative, and friendly, and you generally get good grades. You are thinking of going on to college, but if your parents decide that they definitely want you to come home after graduation, you will go along with what they say. Your family is close-knit and traditional, and it means a lot to you both to be part of your family and to be an Indian. You have been brought up to believe that adults generally know best, and that their authority should in any case be accepted. As a result, you would probably be quite upset if one of your teachers got very angry with you, but that hasn't happened yet, and it isn't likely to happen. You have a few friends, and they are important to you, but you won't, for instance, let even your good friends copy your homework.

(Man or Woman)

ADMINISTRATOR CHARACTER DESCRIPTION

You have been an administrator in this school for twelve years. You are unhappy with the school system for several reasons: (1) You are unable to exercise the control you would like in allocating funds. (2) You are unable to hire and fire teachers at will. (3) You are unsure of what independence of action you actually possess. You have decided that these problems are not your fault, and that there is no reason to stick out your neck and get in trouble for exceeding your authority. You have therefore decided that the best policy is to "run a tight ship," keep the students well disciplined so that no scandals develop at the school, and keep your superiors in the school system contented. You are not disturbed by the widespread student discontent with the instruction, facilities, and rules of behavior in the school. Nor are you disturbed by the discontent of the teachers with some of the same inadequacies. You are simply hoping that your generally successful record may win you a promotion to a job in a better, less remote school.

(Girl)

STUDENT CHARACTER DESCRIPTION

You are one of the school's "problem girls." You don't get along with your teachers, and are suspected by the dormitory aides of running around with the worst behaved boys in the school. You are glad, however, to be part of the gang and to be having fun. You don't like school, and you think you might as well get something enjoyable out of it. You have been out after hours once, and the school got in touch with your parents. This upset you, because your parents, who are very traditional, were extremely unhappy and disturbed. Afterwards, however, your behavior didn't really change. You plan to drop out before graduating, and see no sense in any time wasted on school work.

(Boy)

STUDENT CHARACTER DESCRIPTION

You have had a pretty good time at school this year. You have the feeling that you're "one of the gang," and that your fellow students accept you. You would like to do better in school than you're doing, but you'd rather get bad grades than set yourself apart from your friends by excelling in class. Your parents are not happy about your being away at school. A few times last summer you got drunk, and your parents were very upset. They assumed (correctly) that you and your friends at school got drunk together every so often. But that doesn't really bother you. You have your circle of friends, you have fun with them, and you don't really see the point of working hard and obeying school rules to the letter.

(Boy)

STUDENT CHARACTER DESCRIPTION

You were somewhat upset about going away to boarding school. You come from a close-knit family, and it is important to you that your parents are happy with what you are doing. As a result, you tend to work pretty hard in order to please them with good grades.

You also try not to get into trouble, so that word won't get back to your parents. However, it is also very important to you to have a circle of friends, to take the place of your parents as companions. You find it hard to do well enough to please your parents and also not make your friends feel that you are trying to outshine them. Moreover, you don't really like your teachers, and it bothers you that your friends may think you're trying to do well in order to please them. The result of all this is that you're usually feeling confused and unhappy.

(Boy)

STUDENT CHARACTER DESCRIPTION

You are not, on the whole, well-liked by your classmates. They think you're a goody-goody because it is really important to you that the teachers think well of you. You feel it is important to please your teachers because you hope to go on to college, and you think that a good relationship with your teachers will help you achieve that goal.

Your parents are very traditional, however, and they would rather you come back to the reservation after finishing high school. You think your parents are stick-in-the-muds who would like to keep you from having a decent career. You have decided that it just doesn't pay to worry too much what they think. You are sorry, however, that you don't have as many friends at school as do your classmates who don't try so hard to please teachers. You'd really like to be able to go out with them and have a good time, but you're not prepared to sacrifice your grades or your good relationship with your teachers for the sake of fun and companionship.

(Boy)

STUDENT CHARACTER DESCRIPTION

You think of yourself as a brighter and more individualistic person than most of your classmates. You don't care much for them, and you don't really care whether or not they like you. You get a lot of pleasure out of reading, and have a few friends among the teacher and dormitory aides, with whom you occasionally have long conversations. You plan to go to college because that is what interests you. You feel that you are better educated and more intelligent than your parents, who don't really seem to understand what makes you tick. You love your parents, and you don't like to see them get upset, but you certainly don't plan to listen to their views when it comes to deciding what you're going to do with yourself in life. Overall, you feel happy and contented, pretty sure that you can handle your own affairs.

(Girl)

STUDENT CHARACTER DESCRIPTION

You are not, on the whole, well-liked by your classmates, They think you're a goody-goody because it is really important to you that the teachers think well of you. You feel it is important to please your teachers because you hope to go on to college, and you think that a good relationship with your teachers will help you achieve that goal.

Your parents are very traditional, however, and they would rather you come back to the reservation after finishing high school. You think your parents are stick-in-the-muds who would like to keep you from having a decent career. You have decided that it just doesn't pay to worry too much about what they think. You are sorry, however, that you don't have as many friends at school as do your classmates who don't try so hard to please teachers. You'd really like to be able to go out with them and have a good time, but you're not prepared to sacrifice your grades or your good relationship with your teachers for the sake of fun and companionship.

(Boy)

STUDENT CHARACTER DESCRIPTION

You are very devoted to your parents, who are in turn very proud of your good performance in school. They have brought you up to believe that adults know best, and that children should respect the wishes of those in authority. Your parents would not object if you wanted to go to college, but your mind is not completely made up. In fact, you would rather like your parents to make the decision for you. You have a few friends in school, but basically you think that working hard and doing well is more important than friends and having fun. You are never in trouble with the school authorities, and are generally liked by your teachers and the other staff members, although you sometimes think they aren't very interested in you. You often have felt unhappy this year without knowing exactly why. You are looking forward to going home when school lets out for the summer.

(Teacher)

SUPERINTENDENT'S CHARACTER DESCRIPTION

You have only been Superintendent of this school for one year. Your previous work experience has included seven years as a teacher and department chairman in a boarding school; the last three years you have been a Principal.

You looked forward to taking this new job. You have always wanted to make important decisions about school policies and procedures.

You are considered knowledgeable in the field of administration, having completed a Master's degree plus additional post-graduate hours in educational administration. You have kept abreast of the new curricula and have always taken pride in the innovative atmosphere of your classroom and the school you just left.

You wished that you could bring your innovative ideas to life in this new position, but you have come up against many problems. Teachers seem interested more in security than in the students they are supposed to be teaching. Your administrators and guidance people seem more concerned with control than with enlightened approaches to student motivation and achievement. You know the potential of your students, but you also know the ideas won't work without staff support. You know you have to work for staff demands on one hand and support administrative procedure on the other. You have always been courageous in making decisions in the past but you now find decisions affect so many people that you must be very careful.

You wish things would always run smoothly and you are getting tired of petty grievances. Lately you have gotten irritated when people haven't performed to the level you expect. You know that this school would be far more exciting and rewarding for staff and students if there were more understanding and interaction, and yet you are having trouble bringing about these changes.

You believe in fair play and try to avoid any semblance of dictatorial methods. But you also believe in enlightened order. You will listen to various interest groups' positions carefully and look at their recommendations. You may be forced to develop your own decision if you do not feel any of the recommendations are in the best interest of the school or students.

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FIELD TEST MATRIX DATA

UNIT/S BEING TESTED COMMUNICATION SKILLS : FACT AND OPINION

DATES OF TESTING	SCHOOLS (B) Bureau (P) Public (M) Mission	TEACHERS and subjects taught	GRADE	SECTIONS	GROUPING	STUDENTS					
						MALE	FEMALE	NON-INDIAN	INDIAN	TRIBE	TOTAL
OCT 6 to NOV 21	Tuba City Boarding School, Arizona (B)	Mr. Kent Beckman (B) Special Interest (Social Studies)	7th and 8th	A	7(A)	15	19	0	34	Navajo	34
				B	8(C)	10	10	0	20	Navajo	20
				C	8(B)	14	6	0	30	Navajo	30
				D	8(A)	11	18	0	29	Navajo	29
	"	"		E	7(B)	12	19	0	31	Navajo	31
				F	7(C)	16	15	0	31	Navajo	31
NOV 1 to --	Mt. Edgecumbe School, Alaska (B)	Mr. Walden MacFarland (B) Language Arts	12th	A	English 4	11	7	0	18	Eskimo	18
				B	English 4	16	10	0	26	Aleut-	26
										Athabascan	
NOV 1 to --	"	Mr. Homer Merriott (B) American History	11th and 12th	A	Homogeneous	15	10	0	25	Klinget	25
				B	grouping	9	13	0	22	Heida	22
				C		19	5	0	24	Eskimo	24
				D		12	13	0	25	Aleut	25
	"			E		6	10	0	16	Athabascan	16
SUB-TOTALS	2	3	4	13		166	165	0	331	6	331
TOTALS											

FIELD TEST MATRIX DATA

UNIT/S BEING TESTED COMMUNICATION SKILLS : FACT AND OPINION

DATES OF TESTING	SCHOOLS (B) Bureau (P) Public (M) Mission	TEACHERS and subjects taught	GRADE	SECTIONS	GROUPING	STUDENTS					
						MALE	FEMALE	NON-INDIAN	INDIAN	TRIBE	TOTAL
NOV 1 to --	Mt. Edgecumbe School, Alaska (B)	Mr. Gilbert Truitt (B) World History Alaska History	10th	A	Homogeneous	15	12	0	27	Eskimo	27
				B	grouping	10	15	0	25	Aleut	25
				C		10	13	0	23	Athabascan	23
				D		18	11	0	29		29
	"			E		10	8	0	18		18
NOV 11 to --	Eagle Butte School, Cheyenne River, S.D. (B & P)	Mr. Gerald Stapert (P) Social Studies	8th	A	8 (12)	14	22	24	12	Sioux	36
				B	8 (17)	19	16	6	29	Sioux	35
				C	8 (18)	20	12	0	32	Sioux	32
NOV 11 to --	Todd County High School Mission, S.D. (P)	Mr. Don Clyde (P) American History	11th	A	average +	17	7	13	11	Sioux	24
				B	average +	14	16	8	22	Sioux	30
				C	average +	17	13	9	21	Sioux	30
				D	average -	18	11	11	18	Sioux	29
NOV 12 to --	Fort Yates High School Fort Yates, N.D. (B & P)	Mr. Ed Walker American History	11th	A	average	14	10	7	17	Sioux	24
				B	average	21	8	6	23	Sioux	29
				C	below	2	14	0	16	Sioux	16
SUB-TOTALS	3	4	3	15		219	188	84	323	4	407
TOTALS	5	7	5	28		385	353	84	654	7	738

Field-Test Report--Tuba City Boarding School, Tuba City, Arizona

Teacher: Kent Beckman

Students: Grades 7 and 8, six sections

Date: October 6-9, 1969

Project NECESSITIES Staff Contact: Sam Hedrick

(Staff Report)

Notes on Process

The liaison network from Project NECESSITIES office must be structured individually for each school and each situation. The public schools may need school board approval of new programs, while Bureau schools may only require sanction of departmental administration. In Tuba City, the public schools were not prepared to enter field-testing at this date, as they had not received final word from the school board. Because this proved true only for secondary material and not for elementary material (which was accepted and tested by teachers) the situation was confusing. Contact has been made with public school officials so that material will be introduced on the secondary level in the near future.

Suggestion on Process

After initial contact with school officials and selection of field-test teachers, communication should be set up between the teachers and the grade-level managers. Putting the teachers and curriculum developers into direct communication will relax possible aggravations and clarify the uses and intents of the content at the outset. Many of the fears of public school teachers arise from the threat of federal programs usurping their freedom to choose materials, and their integrity as professional educators. These fears cannot be arrested, but they can be tempered by direct contact with the curriculum author and discussion of how the material can reinforce material and behavior extant in the classroom.

Notes on Content

The pre-test evaluation was successfully handled by students in the prescribed time. Most students were able to understand the directions and take the test with little difficulty. Some words in the directions seemed to confuse a number of students, but they did not becloud the directions so that students could not perform the activity.

Correcting the test occasioned a great deal of difficulty, as students had never experienced negative numbers. They could not understand how they could receive a negative score. Comments by students suggested that they also could not get used to the idea that they were being trusted to correct their own tests.

Questions which were most consistently answered incorrectly were 4 and 6: "Obeying the law is good"; and "George Washington is the father of our country." When students were asked to explain their responses, they held that because they had seen statements like these in their history books, the statements must be facts. The test begged the question of proof and support of a factual claim. The students needed a lesson or series of lessons to demonstrate where we get facts and how facts are substantiated.

Activity Modules 2, 3 and 4, The Argument, will require extensive revision in time allocation and classroom logistics. Placing students in a circle for the first time in their educational experience may be disruptive enough without asking students to answer open-ended questions or manipulate puzzle pieces which require concentration and organization. Students were confused by the change in the structure of the classroom and, by hostile comments, projected this confusion onto the material to be discussed.

The tape itself held student interest, although students later said the tape was irrelevant for Navajos, who would never argue with parents over such an issue. One student said that the woman in the tape did not sound like an Indian, and the sound of the "English" woman distracted from his listening to the tape. The credibility gap led to withdrawal.

Discussion after the tape had been played proved to be a colossal "bomb." The students had rarely been in a situation in which they were asked to respond individually to a question, and they were not willing to volunteer information about which they were not absolutely sure. Hazarding a guess or making suggestions are behavioral patterns which do not seem possible for these students in a boarding school.

When students were asked to role-play the parts of the tape as a motivation for discussion, the students looked puzzled, as well they might. They had never been asked to engage in role-play in the classroom, and they were afraid to do so at this time.

Sorting and organizing the puzzle pieces proved the most successful aspect of the unit. The students spent a great deal of time carefully laying out the material on their desks and moved through the pieces with precision. Students in both 7th and 8th grades, of all tracks, experienced success with this activity, and seemed to look forward to receiving the packets on subsequent days.

Suggestions on Content

Revision of the pre-test will provide for less teacher explanation, and no oral recitation. Some language revision will be needed. An item analysis of the test used in Tuba City should be included in the addendum teacher's manual, and should include instructions for similar analysis by the teachers themselves.

Several new activity modules are to be added between the pre-test and The Argument to inform students of the means of acquiring and validating factual claims. The Argument narrative will be revised so that students go directly from the tape to the sorting of material without interim discussion. The discussion, scheduled as it was, distracted students from the activity and confused them.

[The following comments about COMMUNICATION SKILLS: Fact and Opinion have been excerpted from tape-recorded telephone field-test reports from Mr. Beckman.]

Activities generally followed the prescribed time schedule closely, but the introduction and explanation time ran much longer than anticipated, in particular The Case of Edwin. The extra time was necessary to break down vocabulary for student understanding. A list of vocabulary modifications has been provided for the staff.

Selection of a council leader was relatively unsuccessful--the election turned into a popularity contest, instead of an organizational task. The pre-test question about Caesar and the Rubicon drew a complete blank, as students were unfamiliar with both words. Although the students were able to perform the work connected with The Argument quite successfully, they did not relate too well to the tape--the 7th and 8th graders are not driving yet, and don't go elsewhere [from the boarding school] to dances.

The Transaction was the most successful sub-unit. The students empathised, were familiar with similar incidents, and could function as their own resource in interpreting the material.

By contrast, The Case of Edwin proved too difficult for almost all students. The three slower sections were taken off it immediately; the three faster sections enjoyed the case, but were unable to deal with fact and opinion classification, even after they had been helped with the vocabulary on a sentence-by-sentence basis. The story was quite suitable, but the following activity was too difficult.

A major problem in dealing with The Case of Edwin is the large number of cards the students must deal with, and the necessity of interrupting work at the end of a class period--it would help to have some place in which the students could lay out the cards and leave them from class period to class period, without fear that the cards would be disarranged. Some students numbered their cards as they got them sorted, in order to be able to take up where they had left off the previous day. This, and vocabulary--students had no idea what a Nehru shirt was, or Miss Clairol, or a brewery or a porcelain bowl--were the largest problems.

Class behavior was excellent. The students became involved in what they were doing; even though only three or four out of the eight in a group might actually have been doing the work, the rest were listening and participating asneeded. Everyone was busy.

Specific Comments

Pre-test instructions gave several students problems. Many circled only one of the letters, or one of the numbers--not both. Vocabulary difficulties in the pre-test were the following: confidence, indicate, decisions, Caesar, Rubicon, probably, particular, appropriate. Pre-test scoring provided a great deal of difficulty; students didn't understand negative integers.

The Argument took three hours; because the students would not discuss the dialogue, the time sequence suggested could not be followed. Discussion after playing of the tape was restricted to "yes" and "no" answers. Puzzle pieces, however, were very successful. On the second day, students evaluated sentences for fact and opinion. Students spent the entire hour looking for errors, yet when correction was made, their choices were incorrect. The students were overwhelmed by the requirement that they pick fact from opinion. They need more background; they do not understand any difference between fact and opinion.

The Transaction required four hours, one more than suggested. On the first day, students had considerable success with fitting together the puzzle pieces before hearing the tape. Most of the students solved the puzzle correctly.

[The following comments were excerpted from Mr. Beckman's evaluation, a detailed field-test report submitted after the telephone report.]

The Transaction. Second day (for first day, see telephone report, above). The entire hour was spent with the students in groups, evaluating sentences for fact or opinion. Analysis shows that the evaluations were primarily guesswork; they could not base their decisions on evidence. Yet the experience of working in groups and competing for speed were motivating.

On the third day, students finished and corrected their papers, achieving almost 25 per cent accuracy. A winning group was determined out of each class.

On the fourth day, discussion questions included why checks are a good method of handling money, and how the Indian man lost more than $60. Students related well to the story, were interested in why and how the man had lost money, and talked freely about the traders who have cheated Indians for years.

The Case of Edwin. TWelve hours were spent on this material. On the first day the students received the information in Envelope I. Group leaders were chosen on the basis of popularity--subsequent results proved the error in this decision. The class was divided into red and white teams or groups, and competition between the two groups was proposed.

On the second day the students divided into their groups, and the group leaders were given the envelopes. The leaders of both groups had these difficulties:

(1) The leaders did not shuffle students for best results. After the work assignments were passed out, the leaders dropped their membership roles.

(2) Secretaries fell down badly on the job of noting time, writing notes, and keeping materials in order.

(3) Staff meetings were not held--the leaders felt this to be a waste of time, since they had nothing to discuss as far as the day's achievements were concerned.

(4) After each group completed its work, there was no group decision on accuracy.

The groups also found the slotted sort cards awkward for working with the sentence cards; they abandoned them, sorted the sentence cards on their desks, and numbered them for order.

The third day was spent in further sorting of cards. Students were beginning to find cards missing, leftovers, and cards that didn't fit their patterns.

On the fourth day, students attempted to correct the sequence of their cards. No one was particularly successful at divining the correct sequence, so the students were given copies of the story, to assist them in arriving at the correct order.

On the fifth day, the introduction of the yellow cards led to great initial confusion, and so they were put aside. Instead, students marked the green cards which they felt to be opinions with an "O."

On the sixth day, the students put the green cards into the sort card for evaluation. They used the entire period for this.

On the seventh day the students were allowed to check their work. When a majority in the group felt the work was accurate, correction began. Few of the transparency corrections matched the students' sorting of the cards; they are simply not coping with the difference between fact and opinion.

The eighth day was spent discussing the cards marked "O," and why they should not be included as opinion. Group discussion seems to lead to clearer understanding than working on paper or with card manipulation.

On the ninth day, students discussed the legal terms on the brief. The vocabulary was extremely difficult, with almost every word raising some questions. A discussion of trials and judges ensued, which seemed to help general understanding.

On the tenth day, students wrote out legal briefs, using extremely simple reasoning, still having considerable difficulty with fact and opinion. On the eleventh day, a general discussion of the story and the activity of the previous day was held.

The twelfth day was devoted to final evaluation. Although students had taken the test twice before, improvement was slight. Vocabulary difficulties: Nehru shirts, Turk-toed loafers, brewery, nuisance, orientation, suspiciously, imposing, swamped, Miss Clairol, discretion, porcelain bowl, to bounce me, fink, scapegoat.

Recommendations for The Case of Edwin:

(1) Cut down on the number of sentence cards, both green and yellow (or dispense with yellow entirely).

(2) Do not distribute sort card until students have sentence cards in the right order.

(3) Have students number backs of sentence cards when they have discerned order. Too much time was lost each day re-preparing materials.

(4) Use only one side of the sort card; when the card is turned over, the sentence cards fall out.

The Drinking Party. This activity covered five days of classwork. The first day was spent in reading the story. Each student read. A general discussion was then held, attempting to discern fact and opinion in the story. The students greatly enjoyed the story, and discussed it freely. On the second day, role-playing was explained, but the students tended to make decisions based on their own perceptions, rather than the imagined perceptions or opinions of their roles. On the third day, each group (teachers, guidance counselors, etc.) decided on a judgment. On the fourth day the students wrote on the board the five judgments, then voted by sealed ballot for the judgment each felt best about. Most votes were for little or no punishment for the students. On the fifth day a general discussion of the story and the judgments was held. In the discussion, most students agreed that some punishment was merited, but campaigned for light punishment of the offending characters in the story. The students related well to this story because of drinking problems on the reservation.

Field-Test Report--Mt. Edgecumbe School, Mt. Edgecumbe, Alaska

Teachers, Students and Courses:

1. Walden MacFarland, 12th Grade Language Arts
   46 students

2. Homer Merriott, 11th Grade American History
   125 students

3. Gilbert Truitt, 10th Grade Civics
   125 students

Dates: November 1-5, 1969

Project NECESSITIES Staff Contact: Sam Hedrick

General Comments

The Mt. Edgecumbe student body is composed chiefly of Eskimo students from northern and interior Alaska with Aleut, Athabascan, Klinget and Heida Indians making up the balance. Most teachers commented on the excellent attitude of students in terms of discipline and classroom behavior, but then bemoaned the shallow experience and preparation most students bring with them to school. One teacher told me that the kids ("house apes") rarely read books before they come to school and they never read good literature during the summer. The general complaint centered around how the parents and family adversely affect students while they are away from the positive school environment.

The school was undoubtedly well suited to the naval operations for which it was built, but it has limited utility as a site for creative instruction. Most rooms are long and narrow, divided by a series of vertical supporting beams behind which students hide on days when they are unprepared or tired. The long narrow floor plan makes placing students in groups difficult and placing students in a circle virtually impossible. Students at the rear of the room can barely see their colleagues at the front, and oral communication between students is highly limited.

The native staff members seem to carry on the most dialogue with students and they concern themselves to a great degree with student discipline. One instructor told me that he recommends an "F" for the term for students who are tardy twice, and he contends that students who don't "fit" should be removed from the school before they can make trouble for other students.

The predominant student attitude outside class is relaxed and casual. Students are generally free to visit Sitka when they have free time, and few activities require adult supervision. In a seminar discussion, students told me that they liked to leave home in the fall and see their friends and join the school activities, but they wish they could get home more often than once a year. They supported the student-managed snack bar and athletic program and they hoped that more student-managed activities could be created in the future. Many students felt that their studies were totally unrelated to what they would be doing in the future.

They felt that was just the way school is. Students generally supported cultural history programs and wished they could inquire more deeply into their own history than they were allowed to do in their Alaska History program.

Testing Procedure

I met with Homer Merriott at his home on Sunday and laid out the demonstration packet so that he could familiarize himself with the material. I explained the revisions which have been made to date and outlined how the pre-test Item Analysis might be used in subsequent discussion. He was generally receptive to the material although he did have some misgivings about how effective he personally would be in discussing the issues which are raised in the activities packet.

I met with Mr. MacFarland on Monday morning and presented the format and materials in a fashion similar to the presentation made to Mr. Merriott. I then taught one class and Mr. MacFarland taught the succeeding class. We spent two hours in mutual evaluation and Mr. MacFarland was quite confident that he could follow the order of activities outlined in the teacher's manual.

On Tuesday morning I spent a brief time describing the material to Mr. Truitt and we then spent the rest of the day teaching alternate classes and discussing areas of relative success and failure. Mr. Truitt was concerned about the test leaving the students in a vacuum if they were not examined by the instructor. He therefore collected the quizzes when they had been completed and placed a numerical grade on each paper. Mr. Truitt also had reservations about discussion teaching as he had never been involved in a seminar or classroom dialogue during his formal education.

I dropped in on Mr. Merriott's class in the afternoon to find the class reciting from their American History text. I doubt that Mr. Merriott will offer any information which will be useful in revising and editing the material.

Test Results to Date

The pre-test was understood and corrected by students with little difficulty. Most students completed the test in 15 minutes and they corrected their papers in 10 minutes. Students who finished early were found to be a useful resource in aiding students who were having difficulty correcting their papers. Manipulating the confidence levels and determining negative scores was not nearly so difficult for these students as those in Tuba City. Following the test, most students indicated that they liked the idea of being able to show the teacher how sure they were of their answer.

The item analysis proved a useful tool for discussion as it allowed the teacher to make comparisons and show how different tribal groups made judgments affected by their environment and perception.

The "Tools of Analysis" section worked very well for these students. They quickly grasped the resources of fact acquisition and they were most responsive to the question, "In what situations is the discrimination of fact from opinion most important?" One note of interest: under the area of "facts from written records," all classes listed the Almanac as the most useful information source.

The Argument tape kept student attention and subsequent discussion took the remainder of the class.

The one class I saw use the puzzle pieces had little difficulty figuring out what they were to do. In fact, the class was given the envelopes with no introduction and the students started assembling the material immediately.

Generally, I would say that this age group will manipulate the early material more quickly than the time period prescribed in the manual, but The Case of Edwin and The Communication Game will probably take more time as students will bring a broader spectrum of experience to the activity, and their discussion can, therefore, be more extensive.

Field-Test Report--Todd County Public Schools, Mission, South Dakota

Teacher: Don Clyde

Students: Grade 12, four sections
111 students

Date: November 11-14, 1969

Project NECESSITIES Staff Contact: Sam Hedrick

(Staff Report)

Notes on Process

Mr. Clyde and Mr. Ochsner, Principal of the Todd County Public School, were contacted initially by phone from the Brigham City office. A meeting was arranged to present and explain the material on September 30, 1969. The meeting was held in South Dakota and was attended by Mr. R. Ruopp, Emily Boardman, and Pat Locke from the Project staff. The material was accepted for testing by Mr. Ochsner and Mr. Clyde and it was agreed that field-testing would begin on the week of November 10, 1969.

Follow-up contact between Mr. Clyde and the Project was channeled through the Brigham City office. Mr. Clyde was kept abreast of revision plans and he was informed of additional classroom strategies which had proven successful in Tuba City, Arizona and Sitka, Alaska.

On Wednesday, November 12, 1969, I met with Mr. Clyde and agreed to teach his first-period class. The method of Project instruction followed by teacher instruction was mentioned in previous field-test reports and it was proven an effective means of improving our credibility with teachers and students. Following two classroom periods, Mr. Clyde and I spent two hours evaluating the pre-test and teaching styles.

The evaluation session dealt chiefly with the strategies of "open-ended" questioning procedures versus classroom control. Mr. Clyde felt that the material inquired into many interesting issues--e.g., law and order, proselytization, heroism, etc.--but he felt it was unwarranted to present issues without evidence. The discussion then moved from strategy to content. Mr. Clyde felt that the material was "skewed somewhat to the left" but he would try to make the material more objective in his classroom monologue.

The Data

The Todd County Public Secondary School is made up of Sioux and white students from the Mission, Rosebud, St. Francis, Parmelee and Wood communities. Many students live in federal dorms while white students are bussed in daily. The school is modern and well-equipped. Most classrooms contain overhead projectors and most rooms are wired for closed-circuit television. The teaching staff are public school employees and do not have to meet civil service requirements.

Classroom discussion was generally dominated by white students. Discussion of the pre-test very quickly drifted from issues directly applicable and relevant to Indian students to questions of national heroism, the Presidential election, and the culture of poverty. In one class the students were told that Nixon won the election because of his "correct" stand on "law and order" which was perceived accurately by the electorate. These subjective intrusions notwithstanding, the students expressed interest in the pre-test, and they showed even keener desire to become involved when they discovered they were not to be graded and were to be the final judge of their improvements and success. The range of scores on the pre-test was -9 to 43. The majority of students scored over 20.

The Argument tape--muddy from multi-copying--was listened to attentively by all students and created hostility in two classes. White students wanted to know why they had to have this "Indian stuff" and many students used the material as a scapegoat instead of expressing their hostility toward its actual object, their Sioux classmates. Mr. Clyde appeared intolerant of student feelings on this issues and demanded that they sit quietly and follow directions for the next five weeks.

Discussion of items of interest on the tape included:

(1) "I like the part about the kid going to L.A. Why? 'Cause I want to get out of here."

(2) "That part about 10 kids in the car was pretty funny. That kid was too honest."

(3) "The mother telling the girls to turn off the record player was just like home." *

*These reponses were all from white students.

Students' major complaints about the tape were:

"It was too calm." "That was not a Sioux woman." "The boy really didn't know how to handle adults."

The puzzle pieces and correcting of the inaccurately labeled sentences took more than one period for most students. This would mean that the material will require three days, which is in line with the original assumption.

Field-Test Report--Standing Rock Sioux Reservation, Fort Yates High School, Fort Yates, North Dakota

Teacher: Edward Walker

Students: Three classes of 12th Grade History

1. 36 students - approximately 3/4 Indian, 1/4 white
2. 24 students - approximately 1/2 Indian, 1/2 white
3. 32 students - approximately 4/5 Indian, 1/5 white

Date: November 12, 1969

Project NECESSITIES Staff Contact: Patricia Locke, Neen Schwartz

(Staff Report)

General Comments

P.N. staff intended to observe the three history classes taught by Mr. Walker. However, he strongly urged that staff introduce and teach the initial activity of the Fact and Opinion sub-unit. He explained that the students like having new people in the room, that they would enjoy our presentation, and that we could provide a model for him. He was urged before the beginning of each class (classes occurred consecutively) to handle the material. It appeared that Mr. Walker had not read the material very carefully and therefore was reluctant to teach it. During the third class, Mr. Walker left the room and afterward explained that he felt the students would respond more freely if he were not there.

The field-tester opened the class by introducing herself and by explaining briefly why and how the material had been created. She also gave reasons why Communication Skills are important for every individual. The pre-test material was passed to each student. The directions were paraphrased and a sample diagram of the answer sheet was drawn on the blackboard. The field-tester carefully went over the procedure for answering the test questions. The tester called on students, asked for volunteers to give their answer to the test questions and to explain why they chose their answer. All three classes did not complete discussion of the questions on the pre-test. After the classes left, the field-tester identified for Mr. Walker the point at which she had stopped each class and suggested that he begin at that point on Friday.

He said he'd like to know verbally what was in the teacher's guide, since he hadn't had much chance to get into it in depth. It was explained that the unit practically taught itself if the students were allowed to react freely and to be comfortable in open exchanges.

The value of the pre- and post-tests was discussed, as was the importance of assuring the students that pre-tests were for personal evaluations only. It became obvious that no one was familiar with the materials. There was an Education Week "bustle" apparent in the classrooms and offices, with several visitors around, such as a music specialist from the BIA, principals from neighboring communities, Project Anticipation people from Black Hills State College in Spearfish, South Dakota, and so on. The general attitude of Mr. Walker was one of cooperation. But it seems apparent that we must allow sufficient time for teacher training in future field-testing situations. Possibly one entire afternoon should be spent on this activity so that our testing would be more valid.

Mr. Walker taught Friday's three classes himself. When Pat Locke walked into the first class, he had just completed playing the tape of The Argument and then went back to a discussion of the pre-test at the point where that group had ended the previous day. She didn't break into this unusual sequence, but asked after class why he began with the tape--he had no explanations. During the time between classes, he glanced at the guide. The last two classes were relatively smooth. He was still unsure of himself and asked Pat is his interpretation of a statement was "right."

The last class was more responsive than the others and got into a debate over three statements which lasted the entire period. Mr. Walker was enthusiastic that they were so involved and asked if the outline and narrative needed to be followed exactly.

Two students expressed interest in learning more about issues among other Indian groups. This arose during the discussions, and Pat Locke acted as a resource person.

Remarks

Both field-testers agree on the following evaluation of the teaching periods:

(1) The majority of the students in all three classes did not participate in the discussion, and most students did not raise hands to answer questions, or to add to comments. The testers have assumed that the regular classroom environment as developed by Mr. Walker did not encourage individual student response.

(2) The testers observed (although they stressed that scores of the pre-test were not to be recorded by the teacher or by the testers, but were to be used only as personal records so that the students could judge their progress with the material) that several students erased wrong answers after class discussion and changed them to the right answer on the sheet.

(3) Discussing the questions with the class highlighted certain pitfalls for the teacher in the pre-test:

a. Question 2 - "The Indians of California did not like clothes and they rarely bathed."
It was extremely valuable for clarification that the tester could give evidence that the information was inaccurate. She referred to The Indians of California, by

Bauer, and explained that this conclusion and similar "facts" about Indians which were printed in this text had recently been proven false. It is important that the teacher be briefed about such information. Knowing whether a statement is true or false helps the teacher to explain why a statement that has incorrect information is based on opinion.

b. After a student gave his answer, even if he were right, he frequently could not explain why he had given that answer. The field-tester recognizes that it is extremely helpful if the teacher has ready examples of opinions or facts, aside from those listed on the pre-test.

c. It is preferable that the statements inform the student about something directly and specifically related to the students' personal experience.

d. Questions of the pre-test can be more intelligently discussed by the teacher if he is aware of the importance of semantics as a tool for distinguishing fact from opinion.

1. Qualitative or value words: "better," "ought," "good," "all."
2. Definitions: "better," "best," "father of our country," "good," "individual dignity."

e. The difference between fact and opinion could more easily be understood if the teacher stresses that a fact rests on the proof. Why are some statements impossible to prove conclusively? Are they based on taste, preference, assumptions based on faith? What kinds of proof will test the validity of a fact? How reliable are the proofs themselves? (Is a reference absolutely right? Are all authorities competent?)

Field-Test Report--Eagle Butte Junior High School, Cheyenne River Reservation, South Dakota

Teacher: Gerald Stapert

Students: Grade 8, three sections, 104 students

Section A - brightest, mostly white, mostly girls

Section B - bright/average, equal Indian/white, girls/boys

Section C - slowest, mostly Indian, mostly boys

Date: November 12-14, 1969

Project NECESSITIES Staff Contact: Richard Ruopp

(Staff Report)

General Comments

Mr. Stapert had not seen the Instructional Narrative, although it had been in the Principal's hands for four weeks. Mr. Stapert was not available until Thursday morning. He says he is considering using material with 7th grade as well as 8th.

Mr. Stapert seemed nervous about material as a result of not having read it, and was reluctant to introduce the unit. I demonstrated the pre-test in all three sections. All did well with the test; sections A and B had trouble with the scoring, which needs revision. I revised scoring instructions for section C, which had less trouble.

On Friday I introduced The Argument by simply turning on the tape, then passed out the puzzle pieces. The students felt the material was familiar, although not as they would have "written" it. Section A did the puzzle as an individual activity, section B as a group activity; both approaches worked, but I favor individual effort for this activity. Mr. Stapert took over for section C on our departure. He was still clearly not comfortable with the prospect of teaching the material. Someone may have to go back to Cheyenne River and work with him some more.

Observations

(1) We need to have control of final selection of teachers for field-testing.

(2) We cannot leave communication with the teacher in the hands of the administrators.

(3) We need at least two days of teacher-training either in the field or at Brigham City--training when the teacher is freed of all other responsibilities.

Final Field-Test Report--Todd County Public High School

Teacher: Don Clyde

Students: Grade 11, 4 Sections

Dates: November 11, 1969 to January 13, 1970 (6½ weeks)

Project NECESSITIES Staff Contact: Sam Hedrick

(Teacher Report)

I feel that the program, as outline, is repetitious in its approach to The Argument and The Transaction. Perhaps with the introduction of an abbreviated format, one would get better results and alleviate the problem of repeated boredom on behalf of the student. I would suggest the use or insertion of more material that could be used in conjunction with audio-visual equipment. The reason I am suggesting audio-visual machines would be the ever present trend towards their direct application as an integral part of the curriculum in the classroom. Feasibly, the students could supervise an entire section by the proper use and application of the material in conjunction with audio-visual machines. To achieve this goal would mean individualizing, to a greater degree, certain parts of the program, and then having them culminate with a group effort, eventually perpetuating a common goal. The aforementioned proposal would give a little more diversity to the program at the secondary level.

The two areas were not difficult enough to sufficiently challenge the average and above average student. I realize this is a problem with the class structure and should not be attributed, in all cases, to curriculum content.

The only open criticism on the content was from both white and Indian students. Their most frequent complaint was that the material would not seem realistic enough for this area, nor was it directly applicable to their individual experiences. I think that it might have been better appreciated if the actors on the tape had not sounded so typically Indian. Several of the Indian students laughed blatantly at the tone of speech the Indian boy had on the tape. To further substantiate this, I will relate a more recent experience. Recently on television the ex-president of the Rosebud Sioux Tribe was making a commentary on Indian advancement. He had a variety of speakers to exemplify both sides of the problems facing the Indians in the area of industrialization. The only speakers who were criticized by the students were the individuals who spoke with guttural overtones and broken English. The general concensus would be that the students in this school want to look up to the individual who has advanced significantly in the area of language and personal endeavor.

There did not seem to be any condescending remarks about The Communication Game and The Case of Edwin. One comment I would like to make concerning this section would be that it seemed to thoroughly challenge the students. This particular application, in conjunction with The Case of Edwin, was a prime example of adapting the material to the use of video tape, adding a great deal of zest to the entire outlook of the class towards the unit. I was very interested to see the type of role playing the students were able to project. This, once again, was one of the more significant parts of this unit because of desire for individual expression on the part of the Indian and non-Indian student. However, I did have three people who refused to participate in the game--two Indian students (one a "C" student, the other a "B" student) and one white (a "D" student). From this and other criteria, you can see the grade level of achievement had very little bearing on the eventual outcome.

The class structure that prevailed was a very loose-knit, small and integral group that interacted within themselves toward a common goal within the primary group; and then to the ultimate goal of complete interaction within a heterogeneous setting in the classroom. I felt that this was the best way to approach the specific problem presented to the group in each section of the unit. In a great many instances I did not help the group set up the next section. When they were ready to work on it the class would select a team captain to present the opening material. This approach worked very good and was accepted favorably by the student, in the form of a challenge, to see if they could decipher the basic idea before I would give then the proper interpretation. In all but a few cases the challenge was met positively. My basic contention was that if they were to discriminate between fact and opinion, then they must also be able to interpret the instructions without a great deal of help.

In concluding my evaluation, I feel that student interpretation of the unit should be appreciated. I am including a sampling of both Indian and non-Indian students' opinions of the unit. Each comment will be designated according to race and grade achievement in classes.

Non-Indian -- A grade

I think the program could have been more beneficial. It had a good idea behind it and I feel made our class start thinking about and evaluating what people say, and what we read and hear.

Non-Indian -- B grade

The experimental program was a complete wipe-out. Nothing new was learned and it wasted time, but time wasn't that important. It didn't even help the Indians in most cases.

Non-Indian -- C- grade

I thought that the fact and opinion thing was really fun and good. I liked it. I wish we could have kept on with it. I really liked that trial on Edwin.

Indian -- C+ grade

This program was very interesting. I think it helped everybody understand each other, even if I didn't do much in it. But hope we don't do it again.

Indian -- C grade

I thought the whole project was ridiculous. It was too repetitious and boring.

Indian -- D grade

I didn't like the program. It was too easy; it seemed like it was for the lower grades or something like that. Also it didn't make any sense to me. I didn't understand what the deal was for in the first place. Anyway, I didn't like it.

Non-Indian -- A grade

> It was not too good in some ways, like at times you didn't know what you were doing and at other times it was so simple it was sickening. It did help some by making you think.

Indian -- A- grade

> I thought it wasn't too bad. Putting the story together stunk. But trying Edwin wasn't bad. As a matter of fact, I thought the trial part was pretty good.

Indian -- D grade

> I thought that the program was interesting and kind of fun at the beginning, but after we got so far into the program, it was boring and sort of hard to understand the material included.

Non-Indian -- B+ grade

> I thought the program could have been bent a little more towards reality, especially concerning the tapes. The acting was so bad we had more fun laughing at them then concentrating on the story. Maybe reading would help. Writing something is easier to make real than a couple of 2-bit actors.

Indian -- B grade

> It seemed like a waste of time to be coming to class to put together puzzles taken from stories that must have been written for lower age levels.

Indian -- D- grade

> I thought it was pretty good and I thought Edwin should have been able to have his long hair. It shouldn't have bothered the teachers if it didn't bother him in his school work or other activities--after all, he was a straight "A" student or fairly good grades.

Non-Indian -- A grade

> I thought the program was all right. It was a change, something different. But as far as learning anything, I don't really think we did! Also the different exercises were too much of the very same thing and got a little boring at last.

Indian -- C- grade

> Evaluation--I thought it was sort of interesting in how many different opinions there was in every individual and it was fun. Everyone could really enjoy these evaluations, like the one we had, if we had the right description of the character. Then we'd know what to think and to oppose. We should have more of these. It doesn't make a class so boring. Something to look forward to. Something to talk about.

Non-Indian -- B+ grade

> I think it was good. Everyone learned to think together as well as an individual. Also every one formed their own opinions. You could put yourself in the person's place.

Indian -- C+ grade

> I thought the program was all right. Maybe it could've been better, may be it could have been worse. The trial was good. We should have more of them--to see how the students are getting along, how active they wish to be in this field, and to try it and maybe bring good results.

Indian -- B grade

> I didn't think the program helped any of the students at all--but then I don't think it did any harm either.

Indian -- C grade

> My opinion is that I thought it was very interesting. In a way it was educational and I liked it 100% better than history.

Indian -- C grade

> It was okay. It was fun and I'd do it again if I got a chance. The first test was sort of hard to understand about facts and opinions.

Indian -- C grade

> I think it was kind of fun because it was better than history class. Really, I think the stuff was unrealistic, kind of childish. It wasn't quite as boring as history class.

GENERAL INFORMATION

Title of Unit Communications Skills (Fact and Opinion)

Teacher's name Clyde (Last) Donald A. (First) Grade 11th

Name of School Todd County High School

Type of School: BIA, [✓ Public,] Mission

Location of School Mission State So. Dakota Zip Code 57555

It took 6½ weeks to complete the unit.

Check of Project NECESSITIES material provided you;

1. Teaching looseleaf containing:
    - a. introduction /X/
    - b. activity outline /X/
    - c. classroom narrative /X/
    - d. evaluation procedures /X/
2. Activity Packets (if any)

    Title of Packets: The Argument
    The Transaction
    The Case of Edwin
    Communications Game

3. Pretest - Post-test /XXX/
4. Other supplementary materials - Please list.

Based on 120 students

I. Content Evaluation:

		Agree		Disagree
1.	This material was uninteresting and dull.		X	
2.	This material was too difficult to use.			X
3.	This material was unrealistic.		X	
4.	Classroom activities were too repetitious.		X	X
5.	This material was too difficult to understand.			X
6.	More materials were needed.		X	
7.	Fewer materials were needed.			X
8.	This material was too easy to use.			X
9.	This material did not relate to members of your specific tribe or village.			X
10.	This material did not relate to your own experiences.			X
11.	The tests were too difficult and unfair.			X
12.	The tests did not relate to the material you studied.			X
13.	You were unable to understand the questions of the tests.			X
14.	The classroom periods were too short to cover all of the material.			X
15.	You think social studies is dull.		X	

16. How would you change this material if you were writing books for students in your classroom?

The above checks are based on the type of response that the student gave. Some were not altogether one way or the other, so I put them in the middle.

II. Behavior Evaluation

		Based on 120 students	
		Agree	Disagree
1.	You talked less in class about material being studied, than other material.		X
2.	You talked less in class about this material, than other material.	X	
3.	You didn't talk about this material outside the classroom.		X
4.	You did not look forward to going to class while you were working with this material.		X
5.	You were not able to make decisions about how this material would be used.		X
6.	You think this material should be used differently.		X
7.	You think students should not be allowed to select materials and change class activities.		X
8.	Students not teachers did most of the talking while this material was being used.	X	
9.	You did not learn anything from this material you didn't know before.		X
10.	You have not used the things you have learned outside the classroom.		X

11. How would you change this material if you wanted to see students use the ideas outside the classroom?______________________________

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III. Teacher Evaluation

I let the students do the evaluating.

		Yes	No
1.	The teacher did most of the talking during these activities.	10	98
2.	The teacher was unenthusiastic in using this material.	12	94
3.	The teacher did not help you understand and use this material.	30	80
4.	The teacher took part in class activities.	40	70
5.	The teacher should have been more of a leader.	30	80
6.	This material did not help you to see the teacher differently.	20	90

7. What recommendations would you make to the teacher to help improve teacher presentation of this material?

I would try to revamp the material so that the teacher presentation would be at a minimum. Let the students get involved in the program with a minimum of guidance.

STUDENT AND TEACHER COMPARATIVE EVALUATION OF THE UNIT

	Strongly Agree	Agree	Disagree	Strongly Disagree	COMMENTS
1. Were these materials better than other social studies units?		X			
2. Have students been reluctant to terminate social studies periods?		X			
3. Did students become more receptive to discussion and responsive to social studies?		X			
4. Did students accept more responsibilities for organizing or initiating activities relevant to activity modules?		X			
5. Did the material encourage student and tribal input into the curriculum?		X			
6. Did the unit relate to the specific tribes and villages students represented in your class?			X		
7. Were activity materials convenient and easy to handle?		X			
8. Did the format facilitate efficient use of material?		X			
9. Were packet materials complete and functional?		X			
10. Were recommended lengths of activity modules realistic?		X			